SPECIFIC FEATURES OF TEACHING POLYSEMY IN SENIOR STUDENTS

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Abstract
The development of speech is an urgent task of teaching in elementary school. Speech is a way of knowing reality, it performs the functions of communication, emotional self-expression of a person and influence on other people. Speech development contributes to the development of the pupil's thinking. In this article author describes some possible methods of teaching polysemy to senior pupils.

Keywords: polysemy, polysemantic words, phraseological units, active vocabulary, metaphor.

Introduction
One of the directions for the development of schoolchildren's speech is the enrichment of vocabulary. Dictionary enrichment is the assimilation of new words previously unknown to students, as well as new meanings of those words that were already in the vocabulary. In this regard, the work on the polysemy of the word is of great interest. Schoolchildren constantly encounter polysemy of words, but they are far from always aware of it. Secondary school pupils do not know how to use the different meanings of polysemantic words.

With polysemy of words (polysemy) school pupils face it constantly, but they are not always aware of it. For the first time, pupils encounter this phenomenon even during the period of literacy, reading the texts of the various stories".

The main work on ambiguity during this period is the analysis of words from the read text, the differentiation of their meanings. But, in addition, it is necessary to carry out special exercises. Then work with polysemous words is carried out in accordance with the work programs of the educational methodological complex, according to which the English language is taught in this class. Theoretical material on ambiguity is practically not given in secondary school, and the formation of relevant concepts is only a preparatory stage.

Work on multivalued vocabulary is one of the directions of vocabulary work, the main task of which is to expand the vocabulary of students. In order to determine the methodology of working on polysemous words in secondary school, it is necessary to turn to the methodology of speech development at the lexical level, which, according to T. G.

Ramzayeva and M. R. Lvov, provides for the following main directions: dictionary enrichment, dictionary refinement and dictionary activation [5].

Let us consider in more detail the main directions of vocabulary work in secondary school, applicable in the process of comprehension by younger school pupils of the essence of the phenomenon of polysemy.

1. Vocabulary enrichment provides for the assimilation of new words previously unknown to students, as well as new meanings of those words that were already in the vocabulary of younger school pupils. This is achieved by adding four to six new lexical units to the learner's vocabulary every day.

Enriching the vocabulary of students plays an important role for the development of their speech. N. S. Rozhdestvensky points out that without a sufficient stock of words it is impossible to master the language as a means of communication, since the dictionary is one of the foundations of the language [6]. Therefore, it is important to awaken the pupil's interest in a single word, establishing constant work with the dictionary. It is necessary to study the origin of the word, structure, pronunciation, spelling, and most importantly, its meaning. It is necessary to show students how this word lives and develops in the structure of phrases, sentences, and a small text; associate a word with a specific speech situation [1]. Undoubtedly, when enriching the vocabulary of secondary school pupils, a game can come to the rescue. Word games develop pupil's natural linguistic flair; prepare them for the perception of poetic forms. Also, proverbs and sayings are often used to enrich the vocabulary of students with ambiguous vocabulary, since many words are used in them in a figurative sense.

The main sources of enrichment and improvement of the dictionary are works of fiction, texts of educational books, television, speech of parents, teachers and peers. Since the vocabulary of a language is not a mechanical collection of individual words, the task of enriching it cannot be reduced to introducing individual words and expressions into the vocabulary of secondary school pupils. Therefore, the next area of work on the development of speech is the refinement of the dictionary.

2. Dictionary refinement is a dictionary-stylistic work aimed at developing the flexibility of the dictionary, its accuracy and expressiveness. This work contains: inclusion of words in the context; comparison and comparison with other words; assimilation of lexical compatibility of words, including in phraseological units; assimilation of allegorical meanings of words, polysemy of words [4].

There are the following ways of interpreting the meaning of words: visual, contextual, a way of substituting synonyms, the selection of antonyms, logical definition, detailed description, analysis of the morphological structure of the word and word formation [3]. The best interpreter of the meanings of polysemous words is context. It is not by chance that explanatory dictionaries contain quotes-illustrations in which both the main and additional meanings of words are traced, their compatibility. Semantic definitions are equally important for clarifying the meaning of polysemous words, based on this, when studying polysemicity, it is necessary to use exercises aimed at analyzing the definitions of various meanings in an explanatory dictionary, as well as exercises for independent search for differences between several meanings of one word.

The methodology of teaching the foreign language uses many methods of working on the lexical meaning of words: word-formation analysis, comparison of words in order to clarify differences, explanation of meaning through context, clarification of the meaning of a new word from reference materials (dictionaries), showing objects or actions on the basis of which a detailed description is based, drawing up a logical definition, etc. The use of all techniques provides a variety of work, and also allows you to enter a new word in the most rational way for this particular case.

In order for the word to enter the active vocabulary of the child, consistent, constant, planned for each lesson work on the lexical meaning of the word and the activation of the dictionary is necessary.

3. Dictionary activation is the transfer of as many words as possible from the passive to the active vocabulary of secondary school children. The active (used in their own speech) vocabulary in secondary school pupils is more perfect. The purpose of vocabulary work is to activate the maximum number of words to be learned, to teach the student how to use them correctly and appropriately. The secondary school teacher's task is to help students master the compatibility and scope of the use of passive words in order to translate them into the active vocabulary of the child.

A word is considered activated if a student has used it at least once in free speech, without a teacher's assignment (in retellings, stories, essays, etc.) [3]. In order to activate polysemous words in a student's dictionary, the technique provides the following types of exercises:

- Making phrases with polysemous words. Traditional connections between words (word compatibility) are fixed in the phrase;
- Making sentences with different meanings of a given word;
- The inclusion of a new word in the context, composed by the children themselves, etc.

Thus, the system of dictionary work on a polysemous word consists in making the word a schoolboy:

- Correctly perceived in the text;
- Understood with all its shades and colors;
- Learned, i.e. would be included in his dictionary;
- Reproduced in their own statements in the right cases (activated).

Dictionary activation is one of the most important areas of vocabulary work in foreign language lessons, therefore, the teacher should provide special tasks for activation systematically, daily, based on the texts being read, on observations, on those words with which work was carried out to deepen their understanding.

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

One of the important directions in the development of oral and written language skills of primary school students is working with dictionaries. With the systematic use of dictionaries of different types in the classroom, it is possible to achieve a significant enrichment of the vocabulary of secondary school children, thus increasing the level of their speech development. In order for students to start mastering the vocabulary of their native language already at the initial stage, it is necessary to develop their need to turn to the dictionary for help, creating situations in the classroom to search for the lexical meaning of a word, as well as to use situations that arose spontaneously to analyze unfamiliar words in the text of textbooks or additional literature. In the process of work, students should learn the purpose of dictionaries, learn how to find the right word in them and be able to work with a dictionary entry.

E.I. Arkhipova draws attention to the fact that secondary school pupils are able to assimilate the concept of polysemy, the structure of dictionary entries in an explanatory dictionary, the relationship of meanings in a polysemous word, the mechanism for selecting synonyms and antonyms for different

meanings of a polysemous word, the types of transfer of names, the difference between a polysemous word and homonyms [2].

For a more accurate understanding of the phenomenon of polysemy by school pupils, they need to be introduced to the types of transfer (metaphor, metonymy, synecdoche, functional transfer of meaning). The metaphor is not immediately perceived by schoolchildren by the presence of a common comparison of abstract concepts (a person runs - time runs, cold hands - a cold heart). The assimilation of this type of transfer is facilitated by a practical technique - a detailed comparison (clouds float as smoothly as ducks). More difficult for students to understand is the metonymic type of transfer, although in practice they use examples very often (a bouquet of cherry blossoms, ripe raspberries, etc.). In the transfer by adjacency, students learn the connections: the subject and what (or who) in it (a silver dish is a delicious dish), the subject and what is on it (a tall pear is a ripe pear), etc. With difficulty, younger schoolchildren learn the common in examples naming work and result (teaching at school - teaching came in handy, doing embroidery - beautiful embroidery).

Thus, when working with primary school students, it is necessary to use various methods of enriching, clarifying and activating the vocabulary of students, including multivalued vocabulary.

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