

THE METHODS FOR LEARNING POLYSEMANTIC WORDS IN RUSSIAN

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ABSTRACT:

One of the most important tasks in the development of speech in school is to streamline vocabulary work, highlight its main directions and justify them, and manage the processes of enriching the vocabulary of schoolchildren. Mastering language, speech is a necessary condition for the formation of a socially active personality. Everyone needs to learn how to express their thoughts well and correctly in oral and written form, to be able to speak and write convincingly and clearly. It is known that one of the indicators of the level of a person's culture, thinking, intelligence is his speech, which must correspond to linguistic norms.

Keywords: cultural and anthropological states of linguistic communities, phenomenal phenomena of language, lexical meaning of the word, homonyms.

INTRODUCTION:

The current state of the Russian vocabulary is a product of a long historical development, which includes objective socio-historical changes in the surrounding world. These changes leave a significant imprint on the language material. The language, which has absorbed many changes, has thus become a reflection of the cultural and anthropological conditions of linguistic communities [1,2]. One of the phenomenal phenomena of the language is the polysemantic of the word, which confirms the fact that lexical units are constantly in a dynamic state, reflecting changes in the surrounding reality.

New ideas and concepts acquire new meanings that can be expressed by the same word. The touching lines between phenomena are concentrated in this word. Even though questions of the theory of meaning and polysemy have long been the object of research interest of scientists, some aspects cause a lot of controversy among modern linguists [3-5]. The study of the language in the semantic dimension implies an appeal not only to intra-linguistic categories but also to the study of the whole variety of surrounding realities. These realities imply contiguity with the anthropocentric paradigm, the issues of which are acquiring dominant importance, both in modern linguistic research and in the humanities in general. Language acquisition as a means and method of communication and cognition is one of the most important acquisitions of a child at school age. Enriching the child's vocabulary, working on the lexical meaning of the word to some extent will help in solving this problem [4,6].

MATERIALS AND METHODS:

From ambiguous words, i.e. words that in different contexts have different meanings, it is customary to delimit homonyms. Homonyms are words that sound the same, are identical in form, but meanings that are in no way related to each other, i.e. do not contain any common elements of meaning, no common semantic features. Homonyms are separate independent words, double words. For example, a meter is 100 centimetres, a meter is a poetic dimension, and a meter is a mentor.

You should also strictly distinguish homonyms from omophores, homophones,

homographs and paronyms [7,8]. Homonyms coincide with each other both in sound and in writing in all (or in a number) of their inherent grammatical forms. Homonyms, therefore, represent words of the same grammatical class. If such words coincide in all grammatical forms, then these are complete homonyms (to force - to force something to be done and to force - to block it, a fist is a hand with clenched fingers and a fist is a rich peasant owner). If such words coincide only in several grammatical forms, then these are incomplete homonyms (a bow is a garden plant and a bow is a weapon for throwing arrows; the first word does not have a plural) [9-11]. Omofoms are called, in contrast to homonyms, words of both the same and different grammatical classes, which coincide in sound only in separate forms (a verse is from a poem and a verse from subsiding). Homonyms and homofoms are also adjoined by homophones, which are words and forms of different meanings, which are pronounced the same but written differently. Homographs are words and forms, different in meaning, but equally depicted in writing. In pronunciation, homographs do not coincide with each other [12-14].

If we compare different meanings - those that are recognized as the meanings of one word, and those that are considered the meanings of homonymous words, we will find a significant difference between the relationship of the corresponding objects and phenomena. For example, a sound complex solution can have the following meanings noted in dictionaries:

1. The angle formed by the parted ends of a tool (scissor blades, compass legs, etc.)

A hole formed when a double-leaf window, door, gate, etc. is opened.

2. A liquid resulting from the dissolution of a solid, liquid or gaseous substance in a liquid substance.

3. In the construction business: a viscous, pasty mixture obtained from mixing cement or other binders with water.

It is easy to see that while there is a definite connection between the first two meanings, as well as the next two, there is nothing in common between the two. These meanings are given in dictionaries, respectively, as meanings of the same word and as meanings of homonymous words. From the point of view of their morphological structure, homonyms are divided into roots and derivatives. Lexical homonyms as units of the vocabulary system of the language should be distinguished from the sound coincidences of speech segments. Homonymic speech segments are phonetic units that arise as identically sounding complexes in speech and do not exist in the form of reproducible and integral formations [11-13]. The problem of differentiating homonymy and polysemy can arise when homonyms appear as a result of the semantic splitting of a polysemantic word. At the same time, completely different words are formed based on different meanings of one word. Their previous semantic connections are lost, and only an etymological analysis makes it possible to establish a once common semantic feature, testifying to their single historical root. However, the divergence of the meanings of a polysemantic word occurs very slowly, and therefore the appearance of homonyms is not always recognized as a completed process. Transitional cases are possible, which can be interpreted in different ways. Modern science has developed criteria for distinguishing homonymy and ambiguity, helping to separate the meanings of the same word and homonyms that arose as a result of a complete rupture of polysemy.

1. A lexical way of differentiating ambiguity and homonymy is proposed, which consists in identifying synonymous relationships between homonyms and polysemantic. If the consonant

units are included in one synonymous row, then the different meanings still retain semantic similarity and, therefore, it is too early to talk about the development of polysemy into homonymy. If they have different synonyms, then we have a homonymy. The words main and main are synonymous, therefore, we have two meanings of the same word. And here is another example: the word thin in the meaning not well-fed forms a synonymous row with the adjectives skinny, feeble, lean, dry, and thin - devoid of positive qualities - with the adjectives bad, nasty, bad. The words skinny, puny, etc. are not synonymous with the words bad, nasty. This means that the lexical units under consideration are independent, i.e. homonymous.

2. A morphological method is used to distinguish between two similar phenomena: polysemantic words and homonyms are characterized by different word formations.

So, lexical units that have several meanings form new words using the same affixes. For example, the nouns bread - cereal and bread - food baked from flour, form an adjective with the suffix - and -; Wed respectively: grain shoots and grain smell. A different word formation is characteristic of homonyms thin and thin. The first has derivatives of the word: thinness, lose weight, thin; in the second - to worsen, aggravation. This convinces them of their complete semantic isolation.

3. A semantic way of differentiating these phenomena is also used. The meanings of homonymous words are always mutually exclusive, and the meanings of a polysemantic word form one semantic structure, maintaining semantic similarity: one of the meanings presupposes the other, there is no insurmountable border between them. However, all three methods of differentiating ambiguity and homonymy cannot be considered completely reliable.

There are cases when synonyms for different meanings of a word do not enter into synonymous relations with each other when homonymous words have not yet diverged during word-formation. Therefore, there are often discrepancies in the definition of the boundaries of homonymy and polysemy, which affects the interpretation of some words in dictionaries.

CONCLUSION:

Modern education should prepare a person who thinks and feels, who not only has knowledge but also knows how to use this knowledge in life, who knows how to communicate and has an inner culture. The goal is not for the student to know as much as possible, but to be able to act and solve problems in all situations. The acquired means for achieving this are the culture of speech and the culture of communication. Vocabulary refers to the words we need to know to effectively communicate, listen, speak, read, and write. Vocabulary is also important in understanding what you read. Readers will not be able to understand and comprehend what they are reading if they do not know the meaning of the words. Entering polysemantic vocabulary turns out to be effective if it is a system with highlighted stages, characterized by an established object of study, specific tasks, a list of lexical and syntactic exercises.

a) At the initial stage of teaching a polysemous word, it is advisable to prepare children for the awareness of the complex linguistic phenomenon of the polysemy of a word through practical assimilation (without designating terms) polysemy. This work is carried out at the lessons of the Russian language in the primary grades.

b) At an advanced stage, the process of forming the concept of a polysemous word in students should be organized based on the theory of the gradual formation of mental actions; disclosure

of essential features of the phenomena of polysemy in the Russian language (students' specific perception of illustrations, comparison and identification of commonality, similarities in meanings; finding out why several phenomena (objects, signs, actions) are designated by one lexical unit); generalization of all signs of the concept of polysemy; the use of polysemous words in speech.

c) The most effective methods of teaching a polysemantic word are visual display, observation of the meanings of one word in different contexts, comparison of meanings, selection of synonyms and antonyms, a compilation of phrases or sentences with the indicated LSV of a polysemantic word, familiarization with the dictionary entry of the studied polysemy, demonstration of the lexical compatibility of the input tokens. The use of these techniques depends on the stage of training and on the linguistic nature of the polysemy itself.

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