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## Particular Aspects of Teaching Polysemy Among Senior High School Students

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### Abstract

*One of the most important things to teach in elementary school is speech development. Speech serves as a means of understanding reality and serves as a vehicle for interpersonal impact, emotional self-expression, and communication. The growth of a student's speech helps to shape their thinking. The author of this article outlines a few potential approaches for educating senior students about polysemy.*

**Key Words:** *polysemy, polysemantic words, phraseological units, active vocabulary, metaphor.*

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### **Introduction**

The expansion of vocabulary is one approach to the development of schoolchildren's speech. The process of incorporating new words into pupils' vocabulary and giving already-existing terms new meanings is known as dictionary enrichment. The research on the word's polysemy is quite interesting in this context. Although polysemy of words is something that schoolchildren continuously experience, they are not always aware of it. Students in secondary schools lack the knowledge of how to apply the various meanings of polysemantic terms.

Students in schools frequently encounter word polysemy, albeit they are not necessarily aware of it. When reading the texts of the numerous stories, students experience this phenomenon for the first time even throughout the literacy stage.

During this time, the primary focus on ambiguity is word analysis and meaning distinction from the read text. Additionally, though, certain workouts must be performed. Next, the work plans of the educational methodological complex—which guide the way this class teaches English—are followed while working with polysemous terms. The development of pertinent notions is just a preliminary step, and secondary education realistically does not provide theoretical material on ambiguity.

### **Methodology**

One of the focuses of vocabulary practice is multivalued vocabulary, with the ultimate goal being to increase students' vocabulary. The methodology of speech development at the lexical

level, as described by T. G. Ramzayeva and M. R. Lvov, offers the following three main directions for determining the methodology of working on polysemous words in secondary school: dictionary enrichment, dictionary refinement, and dictionary activation [5].

Let's take a closer look at the primary goals of vocabulary instruction in secondary education, which are relevant to helping younger students understand the fundamentals of the polysemy phenomena.

1. Vocabulary enrichment enables students to learn new terms that they were not previously familiar with as well as new definitions for words that they already knew. The learner's vocabulary is expanded by four to six new lexical units every day in order to do this.

Increasing pupils' vocabulary is crucial for the development of their speech. Since the dictionary is one of the pillars of the language, N. S. Rozhdestvensky notes that one cannot learn a language without having an adequate vocabulary [6]. As a result, it's critical to spark students' interest in a particular term by developing ongoing dictionary use. Studying the word's history, structure, pronunciation, spelling, and—above all—meaning is essential. It is important to demonstrate to children how a word functions and evolves within the framework of phrases, sentences, and short texts; link a term to a particular speaking scenario [1]. Without a doubt, games may be helpful in expanding secondary school students' vocabulary. Playing word games helps students hone their

language skills and gets them ready to understand poetic forms. Since many proverbs and sayings contain metaphorical language, they are also frequently used to help pupils whose vocabulary is confusing by expanding their vocabulary.

Fictional works, instructional book texts, media, and remarks from parents, instructors, and peers are the primary sources of the dictionary's enrichment and enhancement. The work of expanding a language's vocabulary cannot be limited to adding individual words and phrases to the vocabulary of secondary school students since a language's vocabulary is not a mechanical collection of individual terms. Thus, improving the lexicon is the next area of work to be done on the evolution of speech.

2. The goal of dictionary refining is to improve the dictionary's correctness, expressiveness, and flexibility through stylistic effort. This activity includes the following: incorporating words into their context; comparing and contrasting words with one another; assimilating words' lexical compatibility, including in phraseological units; assimilating words' allegorical meanings; and polysemy [4].

The following methods can be used to understand a word's meaning: visual, contextual, synonym substitution, antonym selection, logical definition, in-depth explanation, examination of the word's morphological structure, and word creation [3]. Context is the greatest translator of the meanings of polysemous words. It is no accident that elucidating dictionaries include

quotes-illustrations that show how words are compatible and trace both their primary and secondary meanings. Because semantic definitions play a crucial role in elucidating the meaning of polysemous words, exercises focused on analyzing definitions of multiple meanings in an explanatory dictionary and exercises requiring independent search for differences between multiple meanings of a single word are essential when studying polysemy.

The methodology of teaching the foreign language employs a variety of techniques to address word meaning, including word-formation analysis, word comparisons to highlight differences, context-based explanations of meaning, definitions derived from dictionaries, demonstrations of objects or actions that serve as the foundation for in-depth descriptions, and the creation of logical definitions. Using every strategy gives you a range of work and enables you to insert a new term in the most sensible way possible for this specific situation.

Consistent, continuous, lesson-planned work on the term's lexical meaning and dictionary activation is required for the word to become part of the child's active vocabulary.

3. The process of dictionary activation involves moving as many words as possible from secondary school students' passive to active vocabularies. Secondary school students have more perfect active vocabulary—vocabulary that they employ in their own speech. Work on vocabulary aims to educate students how to use words wisely and correctly

by activating as many terms as possible.

The job of the secondary school teacher is to assist pupils in mastering the range and compatibility of passive word usage so that the terms may be included into the child's active vocabulary.

When a student uses a term in free speech—that is, when they use it without a teacher's permission—in retellings, tales, essays, and other contexts, it is deemed activated [3]. The method offers the following kinds of activities to help students engage polysemous terms in their dictionaries:

- using polysemous words to form phrases. Word compatibility, or the traditional relationships between words, are fixed in the phrase;
- creating sentences using a word with several meanings;
- adding a new term that the kids have created to the context; etc.

Hence, the process of working on a polysemous word in a dictionary involves making the word a schoolboy by:

- accurately perceiving it in the text;
- understanding it in all of its nuances;
- learning it so that it would be added to his dictionary;
- reproducing it in their own statements in the appropriate situations (activated).

One of the most crucial aspects of vocabulary work in foreign language classes is dictionary activation. For this reason, teachers should assign specific activation tasks on a daily basis, following a systematic approach, based on the texts being read, on observations, and on the words that have been worked on to enhance students' comprehension.

There is continual interaction between all of these dictionary-related fields of work. In secondary grades, these vocabulary-building activities are only feasible when approached practically, mostly through text analysis, without the need for theoretical background or, often, term devoid instruction.

Working with dictionaries is one of the key strategies for helping primary school pupils improve their oral and written language abilities. The level of speech development of secondary school students can be raised by significantly enhancing their vocabulary via the systematic usage of various types of dictionaries in the classroom. For students to begin mastering their native language's vocabulary at the very beginning, they must learn to rely on the dictionary, create opportunities for them to look up a word's lexical meaning in the classroom, and use situations that come up on their own to analyze unfamiliar words in textbooks or other literature. Students should be able to use dictionaries, understand their purpose, and know how to locate the correct term in them while working through an assignment.

The idea of polysemy, the structure of dictionary entries in an explanatory dictionary, the relationship between meanings in a polysemous word, the method for choosing synonyms and antonyms for different meanings of a polysemous word, the types of name transfers, and the distinction between a polysemous word and homonyms are among the points raised by E.I. Arkhipova [2].

Schoolchildren must be taught to the various forms of transfer (metaphor, metonymy, synecdoche, and functional transfer of meaning) in order for them to comprehend the phenomena of polysemy more accurately. Because of the typical similarity of abstract notions (a person runs - time runs, icy hands - a cold heart), pupils do not instantly comprehend the metaphor. A useful strategy that makes this kind of transfer easier to absorb is a thorough analogy (clouds float as smoothly as ducks). The metonymic kind of transfer is more challenging for students to comprehend, even though in practice they utilize examples often (a bouquet

of cherry blossoms, juicy raspberries, etc.). Students discover the links in the transfer via adjacency: the subject and what (or who) is on it (a tall pear is a ripe pear), the topic and what is in it (a silver dish is a wonderful dish), etc. Younger students find it challenging to acquire the common in instances mentioning work and outcome (making lovely needlework, learning at school - instruction came in helpful).

### **Conclusion**

As a result, while dealing with primary school pupils, it's important to employ a variety of techniques to expand, make sense of, and activate their vocabulary-including multivalued vocabulary.

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