

DEVELOPING STUDENTS' SPEECH BY WORKING ON POLYSEMIOUS WORDS IN ELEMENTARY SCHOOL MOTHER TONGUE LESSONS

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Annotation

This article provides information on various exercises and methodologies for working on polysemous words in elementary school mother tongue classes. The explanation of polysemous words is based on the “Venn diagram”. Additionally, educational games related to working on polysemous words are included.

Keywords

polysemous words, Venn diagram, educational games, semantic shift, literal and figurative meaning.

Polysemy, polysemy - a phenomenon where linguistic units have more than one meaning. Polysemy is a widespread and complex occurrence. The lexical development of each word requires precise, individual interpretation and explanation. The meaning of polysemy is only known in context. My mother's eyes still look good (members); the eyes of the needle, the eyes of the hook (sharp); the eye of the needle (the hole in the needle); the eye of the ax (the circular shape on the ax).¹

Polysemy arises in two main ways:

1) As a result of acquiring new meanings for a word. For example, if a word initially has one meaning, the other meanings arise as a result of the semantic development of the word's meaning composition.

2) As a result of a word being formed from a polysemous word or through the addition of multiple meanings. Regardless of how many meanings a polysemous word may have, these meanings are interconnected, meaning there is some semantic relationship between the meanings. This characteristic distinguishes them from homonyms. The degree of polysemy of a word primarily depends on the context of its use: the more varied the context of use, the more meanings a word can express.^[1]

1. ¹ [O'zME](#). Birinchi jild. Toshkent, 2000-yil

Working with polysemous words (words with multiple meanings) plays a crucial role in developing students' speech. Learning these words expands their vocabulary, making their speech more precise and expressive. Many renowned foreign methodologists have expressed their theories and ideas on this matter. Lev Vygotsky considered the learning of polysemous words as important for the cognitive development of students. According to his theory, by understanding various meanings of words in different contexts, children deepen their grasp of the language and develop their abstract thinking abilities.

On the other hand, American linguist Noam Chomsky believes that learning polysemous words helps internalize the universal grammar rules of the language. He argues that through learning polysemous words, children grasp the internal structure of the language and its interrelations.

Working with polysemous words has significant importance and impact. It enriches students' vocabulary, enabling them to express their thoughts clearly and fully. Using polysemous words in various contexts helps enhance students' linguistic abilities.

Working with polysemous words expands students' linguistic abilities, improves speech expressiveness, and develops both creative and critical thinking skills. According to the theories of famous language methodologists, this process enhances students' language competence and helps them express their ideas clearly and effectively.

Working with polysemous words is introduced as a topic from the 2nd grade onwards, and students become familiar with them gradually. Although polysemous words are mentioned in textbooks, students may not always realize that a word has multiple meanings. They encounter word clusters, discuss them within the context of sentences, and try to understand their meanings. Initially, the main issue for students is distinguishing between the primary and secondary meanings of a word. Sorting word clusters based on their primary and secondary meanings, defining them based on comparison, using them in different contexts to explain their meanings, and creating texts based on primary and secondary meanings are all creative activities that enhance students' linguistic storage and speech.

Russian educator and methodologist M.T. Baranov suggests the following tasks for students to work on polysemous words:

- Read stories, texts, or poetry. Identify the polysemous words. Students are given the task of reading a selected story, text, or poem. If the words are polysemous, students are required to identify their meanings.
- Selecting words with multiple meanings and creating sentences. Students are given the task of selecting words with multiple meanings and creating various sentences using them. This task helps students use polysemous words in different contexts and understand various meanings.

These tasks aim to enrich students' vocabulary, improve their ability to use polysemous words in various contexts, and help them better understand the language. Working with polysemous words in the early grades is essential for enhancing students' speech expressiveness and expanding their language skills.

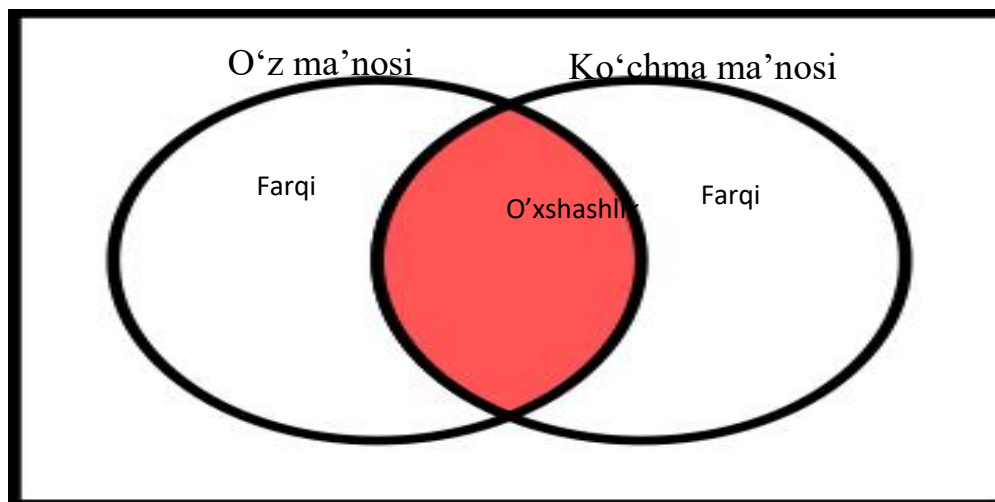
Based on the information provided, it can be concluded that the importance of working with polysemous words is significant in developing students' speech. Here are some effective practical methods for working with polysemous words:

1. Reading based on context: Teaching texts, stories, or anecdotes based on various contexts helps students learn polysemous words. These texts provide students with an understanding of how words are used in context and their different meanings.
2. Working with word meanings: Working with words and their meanings helps students understand the meanings of words in different contexts. Students learn how to use polysemous words in various contexts.
3. Engaging students in activities: Creating activities and interactive exercises helps students learn and use polysemous words. This method increases students' interest and encourages them to participate actively.

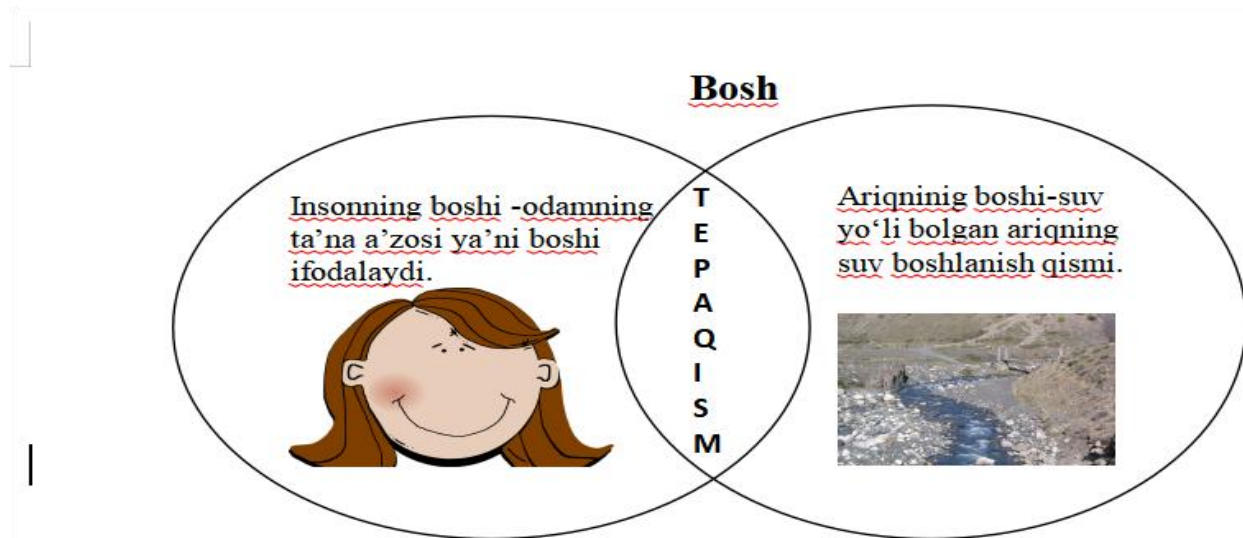
Working with polysemous words is crucial for developing students' speech expressiveness and improving their language skills. These methods help students better understand the language and express their ideas clearly and effectively.

"VENN DIAGRAM METHOD"

Based on the "Venn diagram," it's possible to compare the similarities and differences between the literal and metaphorical meanings of polysemous words.



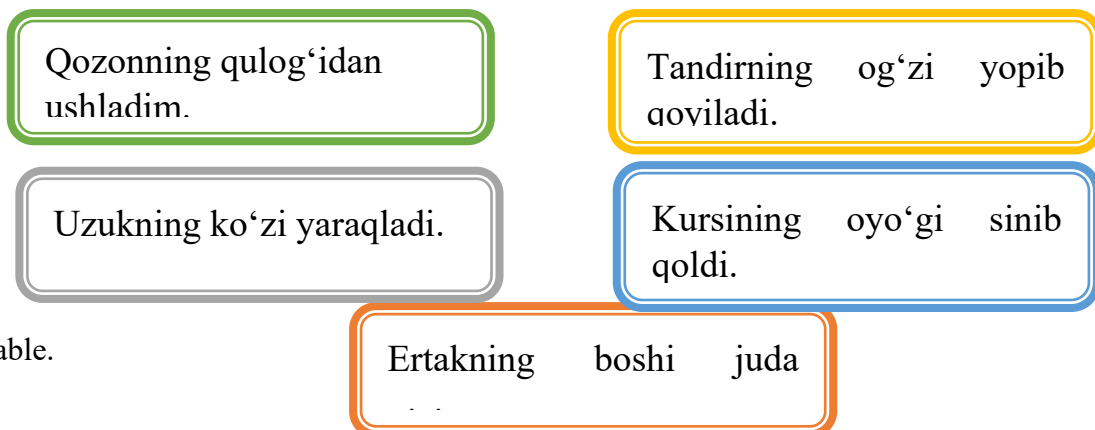
1-table.



2-table.

In this approach, if students learn the exercises provided in textbooks through the "Venn diagram" method, both the topic is firmly established among the students and the result is excellent. In the first circle, the literal meanings of polysemous words are written, while in the second circle, the metaphorical meanings of polysemous words are written. Similar aspects of the words are explained within the intersecting portion of the circles, while their different meanings are clarified outside the circle boundaries.

The exercise taken from 2 nd grade uzbek language (mother tongue)textbook.In the exercise students should underline and notice which are polysemantic words.



3-table.

In this exercise, we know that the words "ear," "eye," "head," "mouth," and "foot" have multiple meanings, so we will draw circles around them and assign the task of creating other words to each circle.

	Uzukning ko‘zi	
	Kursining oyog‘i	
	Tandirning og‘zi	

4-table.

The aforementioned immersive method is considered an effective immersive method in introducing students to polysemous words, as it facilitates understanding through the method of exploring the expansion of meanings of words and demonstrates their different aspects.

Experienced teacher H. Saidova allocates an additional two hours for working on the meaning of the word itself and its figurative meanings. In the first activity, primary focus is placed on working with separately obtained words in compositions and sentences. In the second activity, students work on the literal and figurative meanings of animal names in Uzbek. Initially, students are tasked with creating a list of animal and bird names. In the second stage, based on the list they created, students are suggested to form sentences using each word in its figurative meaning. Once this task is checked, sentences are constructed using these words in their figurative meanings. The teacher allocates approximately 40% of the activity time to the discussion of this task. At the end of the activity, students are asked the question, "When animal and bird names are used figuratively, what do they primarily serve?" The students responded without hesitation, "To describe or evaluate a person in various ways." Following this, the teacher proceeds to the concluding part of the activity and assigns

the task of describing a person, for example, Rustam or Bahodir, using animal names. The students easily construct sentences following the provided model.

Rustam	arslon	dek bola.
	yo'lbars	
	sher	
	lochin	
	ayiq	
	lochin	
	burgut	
	quyon	
	qo'y	
	tuya	

5-table.

Afterwards, the students explained how each word can be evaluated and described. Once these tasks were reviewed, the students were given special household words such as "madaniy" (civil), "yovvoyi" (decorative), "osmlik" (ornamental plant), "mevasiz daraxt" (fruitless tree), "poliz ekinlari" (flowering plants), "gul" (rose), and "uy-ro'zg'or buyumlar" (indoor plants) for discussion. They were tasked with compiling a list of these household words, using them in their own contexts, creating sentences, and explaining the significance of each word when used in context. It is essential to note that the students' engagement level was quite high during the lesson activities. Working on the meanings of the words' original and figurative usage continues the process of learning word groups. It is crucial to select the main topics and groups in each word group, their usage in original and figurative contexts, and the main method and manner of learning these word groups. Thus, working on the meanings of the words themselves, their figurative meanings, and working with household words are closely related, revealing the possibilities of teaching morphology through lexicology.² Moreover, educational games play a supportive role in consolidating the topic of introducing and reinforcing multi-meaning words. As an example, the following educational games can be presented.

"Pen on the Table"

In the game "Pen on the Table," students are divided into small groups. The teacher writes down several multi-meaning words on index cards and hands them out to each group. The students in each group write down alternative meanings of the word on the card, pass it along to the next person, and add a sentence or a question related to the word. The student who fails to contribute to the discussion loses their pen. Then, the paper moves on to the next group of students.

"Chain Game"

² H. Nematov, A. Gulomov, T. Ziyodova "Hozirgi o'zbekadabiy tilini o'rganishda o'quvchilar so'z boyligini oshirish" textbook.T-2022. Publisher "Xalq merosi" 28-29p.

In the "Chain Game," the teacher says a word with multiple meanings, and the students, in a chain-like sequence, express different meanings of the word in phrases or sentences. After all the meanings of the words have been expressed, the next student in the sequence says another multi-meaning word, continuing the game in a chain-like fashion. The game continues in this manner.

"Spider Web" Method: In this method, students are divided into small groups, and cards with tasks written on them are distributed. Each group completes their task, then passes the cards to the next group. The tasks are then rotated among the groups until each group has completed all the tasks. Afterwards, each group presents their card to the class.

Task 1 for Group 1: Organize a series of multi-meaning words.

Task 2 for Group 2: Differentiate the meanings of multi-meaning words.

Task 3 for Group 3: Create sentences containing multi-meaning words.

Working on multi-meaning words begins with identifying them in the text and explaining the similarities and differences in meanings. Then, various educational games are organized, focusing on improving connected speech, and tasks aimed at enhancing cohesive speech are completed.

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