

POLISEMIA PROBLEM IN THE SPEECH OF YOUNGER SCHOOLCHILDREN WITH GENERAL SPEECH UNDERFORMATION

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The issues of speech development in teaching children of primary school age are currently gaining special importance, since in practice its low level is increasingly encountered, accompanied by poor vocabulary and weak speech skills at the lexical level. Particularly acute lack of formation of all linguistic structures is expressed in children with general speech underdevelopment. In children of this group, the pronunciation and distinction of various sounds is more or less violated, the morpheme system is not fully mastered, and, consequently, inflection and word formation skills are poorly absorbed, the vocabulary is lagging behind the norm, both in quantitative and qualitative indicators ; coherent speech suffers [1].

Most children's speech scholars note in children with a general speech underdevelopment frequent repetitions of the same words in oral utterances, a poor idea of the direct meaning of words, difficulties in choosing synonyms. The most problematic children in this category, due to its heterogeneity in the degree of manifestation of a speech defect, are children with a 3 level of speech development, whose psychological and pedagogical characteristic is detailed phrasal speech with elements of underdevelopment of vocabulary, grammar and phonetics [2].

The practice of teachers shows that for the formation of full-fledged speech activity of children with a general underdevelopment of speech, level 3 of speech development, it is necessary to expand the volume of the dictionary, the accuracy of understanding and use of words and the structure of their meanings. The tasks will be solved by the correct perception and use of the phenomenon of polysemy in the oral and written speech of younger students.

A frequently encountered definition in polysemy dictionaries of the Russian language is polysemy, multivariance, that is, the presence of a word (language unit, term) of two or more meanings, historically determined or interrelated in meaning and origin. In modern linguistics distinguish grammatical and lexical polysemy. In our study, polysemy means, first of all, the polysemy of words as units of vocabulary. Lexical polysemy is the ability of one word to serve to designate different objects and phenomena of reality, associatively interconnected and forming a complex semantic unity.

In order for students to understand the ambiguous word, it is necessary to interpret it according to the model. In the minds of children, the meaning of the word is inextricably linked with the surrounding words and is associated with previously known words.

Based on the analysis of psychological and linguistic literature, when choosing and developing a methodology for studying the multi-valued vocabulary of elementary school students, the following should be considered:

1. Children do not always accurately perceive and understand the polysemant word, its meaning and find it difficult to recognize words in a figurative meaning.
2. Children of primary school age are most susceptible to learning a language.
3. The leading mental processes of assimilation of multi-valued vocabulary are: perception, memory, thinking.

The goal is to study the characteristics of mastering multi-valued vocabulary by children of primary school age with normal speech development and with impaired.

Material and methods. To study the level of proficiency in multivalued vocabulary by children of primary school age with normal speech development and with impaired, we chose the method of E. E. Deberdeeva.

The experiment was attended by primary school students of the SEI “Secondary School № 38 of Vitebsk” aged 7–9 years. The number of participants in the experiment is 20 people (10 of which have normal speech development, and the remaining 10 are general speech underdevelopment, level 3 of speech development).

The experiment was conducted in vivo on the material of 5 polysemantic words (among them are words of increased polysemy). The sources of didactic material were the current textbooks of the Russian language and literary reading, as well as lexicographic sources. In equal proportions, multi-valued nouns and verbs are selected.

The study was conducted by an associative technique (free associative psycholinguistic experiment with registration of the primary response).

To process the obtained data, a list of meanings of each polysemic word used was compiled (in accordance with the Explanatory Dictionary by S. I. Ozhegov and N. Yu. Shvedova).

Findings and their discussion. The data of the results of a free associative psycholinguistic experiment with registration of the primary responses of children with normal speech development and general speech underdevelopment (3rd level of speech development) indicates the fact that 50% of children with normal speech development according to the 6 proposed stimulus words named 190 direct meanings. At the same time, 50% of children with general speech underdevelopment offered only 124 associations, which is 65% of the indicators of the first group of children. The level of proficiency in multi-valued vocabulary by the direct meaning of the words “life” and “sitting” by children of both groups coincides by more than 80%, according to the word “see” there is minimal coincidence when comparing groups - 50%. In general, despite the fact that children with normal speech development showed better results than their

peers with impaired speech development, there is no significant difference. But ignoring it is not possible.

It should be noted that children with general speech underdevelopment (3 level of speech development) in most cases did not cope with the task of updating the word-answers of the figurative meaning to the word stimuli. They proposed 6 associations of figurative meaning only to the word-stimulus “bread”. While children with normal speech development suggested 40 options for all stimulus words, including 12 for the word “bread”.

It should be noted that the total number of figurative meanings of stimulus words decreased both in the first group of children - by 90%, and in the second group - by 95%.

Conclusion. Thus, the assumption is confirmed that the vocabulary and general lexical skills of children with general speech underdevelopment (3 level of speech development) are at a low level.

Differentiated indicators of multivalued vocabulary proficiency in children with general speech underdevelopment (3 level of speech development) and children with normal speech development indicate that children of the second group lag behind in the selection of direct word meanings by a third (35%) from children with normal speech development, according to the figurative value - by 80%. It was noted that children with impaired speech development use only everyday everyday speech, which sharply limits their vocabulary and the possibility of realizing the full potential of multi-valued vocabulary. In such children, the word has one specific meaning, most often a direct one.

1. Solovieva L. G., Gradova G. N. Speech therapy: a textbook and workshop for secondary vocational education. 2 edition, corrected and supplemented by M.: Yurait, 2016. – P. 208
2. Iomdin B. L. Polysemy in problems in the Russian language / B. L. Iomdin // Russian Speech. 2019. № 2, p. 94 – 111.

FEATURES OF PROFESSIONAL SELF-DETERMINATION OF SENIOR PUPILS IN THE PROCESS OF VOCAL AND CHORAL ACTIVITIES

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The problem of training competent professionals in the field of musical art is currently quite relevant and closely linked with the process of formation of attitude to the future profession. The search for effective ways for professional self-determination of future teachers are considered in the works of E. B. Abdullin, A. V. Kartasheva, V. L. Yakanuka, E. S. Polyakova, etc.