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PRACTICAL USAGE OF POLYSEMY IN TEACHING ENGLISH

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Abstract. Language is defined as a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. But frankly speaking, language is far too complicated, intriguing, and mysterious to be adequately explained by a brief definition. The organic function of the language is to carry meaning. Most of the problems in linguistic science are intimately bound to question of semasiology and call for scientific analysis of communication in words. The study of words is not exclusively a study of roots and stems, of prefixes or suffixes. The mysterious world of words is an object of scientific investigation [12].

Key words: polysemy, new meanings of words, vocabulary, specific techniques, teaching, achievements, grammatical, contextual.

Practicing polysemy is distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization). In my opinion the most important aspect of vocabulary teaching for intermediate learners is to foster learner independence so that learners will be able to deal with new lexis and expand their vocabulary beyond the end of the course. Therefore, guided discovery, contextual guesswork and using dictionaries should be the main ways to deal with discovering meaning. Teachers can help students with specific techniques and practice in contextual guesswork, for example, the understanding of discourse markers and identifying the function of the word in the sentence.

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Intermediate level includes the 5th - 9th form pupils. They already have some basic knowledge in studying a foreign language. If pupils have had good achievements in language learning, they are usually interested in the subject and work willingly both in class and at home. The desire to learn depends fully on the teacher's ability to involve each pupil in language activities during the lesson. Pupils give preferences to those exercises which require thinking [11].

Exercise 1

Give all the meanings you know to the following verbs, illustrating them with examples: to get; to go; to bring; to make; to do; to let; to buy; to begin; to feel.

Exercise 2

The noun leg has several meanings: 1) one of the long parts of your body that your feet are joined to; 2) one of the series of games in a football competition played between two teams; 3) one of the upright parts that support a piece of furniture; 4) the part of your trousers that covers your leg; 5) one part of a long journey or race.

Exercise 3

Define the meaning of the noun head as used in the sentences below. How many different meanings did you find?

1) People going out in conditions like this need their heads examined.

2) She was outside cutting the dead heads off the roses.

3) She saw her father, a head above the rest of the crowd.

4) Keep arms hanging, head down and neck and shoulders relaxed.

Exercise 4

How many meanings of the following words do you know? Name them:

head, bench, to feel, to dress, hand, leg, power.

Pupils can realize the importance of studying language more thoroughly. However, their attitude to foreign language depends on the achievements they have attained during the previous years of studying the subject. While explaining the

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material, teacher should take into account everything: pupils age, the material they deal with, their previous knowledge, etc.

So, the exercise should be of various kinds, they have to be creative and develop pupils critical thinking and memory. Teacher should encourage his/her pupils, get them interested in learning the language on deeper level [11]. Below, there are exercise, which are suitable for this level of language learning. They will help pupils to adopt more material, to be able to differentiate polysemantic meanings of the words through the context of the sentences.

Exercise 1

Comment on the meaning of the following adjectives in the given phrases.

Fresh - air, approach, basil, blood, bread, breeze, election, evidence, face, fish, flower, food, fruit, herb, idea, look, meat, parsley, produce, salmon, start, thyme, water, weight.

Good - chance, condition, day, deal, example, faith, fortune, friend, health, idea, job, life, luck, man, news, night, part, performance, place, position, practice, quality, reason, sense, service, shape, start, thing, time, use, value, way, work.

Language tends to change in time and space. These universal characteristics of language are permanent interest of scholarship. The most important function of any language is to carry the meaning. But as we know not only the sound-form but also the meaning of the word is changed in the course of historical development of a language. It happened under the influence of many factors. Change of meaning is affected through association between the existing meaning and the new one. This association is generally based on the similarity or the contiguity of meanings. Due to numeral changes of meaning such a phenomenon as multiplicity of word meanings or polysemy appeared.

In my investigation I touched upon the problem of polysemy in diachronic and synchronic dimensions. Diachronic approach considers polysemy as historical change in the semantic structure of the word resulting in new meanings being added to the ones already existing and in the rearrangement of these meanings in its semantic

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structure. While synchronic one understands it as a co-existence of the various meanings of the same word at a certain historical period and the arrangement of these meanings in the semantic structure of the word. As the semantic structure is never static the relationship between the diachronic and synchronic evaluation of individual meanings of the same word may be different in different periods of the historical development of language. Diachronic and synchronic ties are closely interconnected as the new meanings are understood thanks to their motivation by the older meanings. Polysemy is characteristic of most words in many languages. All the lexical and lexico-grammatical variants of the word taken together form its semantic structure or semantic paradigm. The phenomenon of polysemy was broadly investigated in the historical development of the language. The word "polysemy" comes from Latin, but the roots of the concept of polysemy lie in Greek philosophy.

Polysemy is inherent in the very nature of words and concepts as every object and every notion has many features and a concept reflected in a word always contains a generalization of several traits of the object. Some of these traits or components of meaning are common with other objects. Hence the possibility of using the same name in secondary nomination for objects possessing common features which are sometimes only implied in the original meaning.

Most grammatical forms are polysemantic. It is sometimes maintained that the case of grammatical polysemy can be observed in various structural meanings inherent in the given form, one of them being always invariable, found in any context of the use of the form. The semantic structure of polysemantic words is not homogeneous as far as the status of individual meaning is concerned. Some meanings are representatives of the word in isolation, others are perceived only in certain contexts. Context is a minimal stretch of speech necessary to determine individual meanings.

In conclusion, I can say that the problem of polysemy may cause difficulties during the translation or communication. To overcome them pupils need to see and

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practice words in context, since it is the context that allows them to understand the meaning of the word.

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