

# VII МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ

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## METHODOLOGY OF SEMANTIZATION OF LEXICAL UNITS IN PRIMARY SCHOOL

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Vocabulary learning is a key element in learning any foreign language. However, students face many difficulties: ambiguity, homonymy, differences in semantic structures compared to their native language. Therefore, the teacher must be responsible in choosing vocabulary and presenting it to students.

Semantics is a linguistic science that studies the semantic content of language units, mainly natural languages, but also artificial ones [2; p. 9].

The importance of vocabulary learning is highlighted by David Wilkins' assertion that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed," a view supported by language learning advice emphasizing that vocabulary growth leads to the most significant improvement in English, as words are essential for expressing meaning [1; p. 13].

Learning a foreign language at school is not limited to memorizing vocabulary. An important goal is the formation of foreign language lexical competence, which is key to successful mastery of foreign language communication [5; p. 16].

There are only two main types of semantization: contextual and translation-based methods of semantization. It is necessary to pay attention to the specificity of the word, the level and needs of the students, as well as the teacher's classifications when choosing the most effective method of semantization [3; p. 1-2].

### **Contextual methods include:**

- visual semanticization (use of objects, images, gestures);
- linguistic semanticization (explanation through context, illustrative sentences, comparison with known vocabulary - antonyms, sometimes synonyms);
- definition (description of meaning in new words of a foreign language), (English: a teenager - a person from 13 to 19 years of age);
- interpretation of meaning by foreign language means (English: sir - respectful term of address to a man).

### **Translation-based methods include:**

- single-word translation (анг. garden – сад, listen – читати);
- multi-word translation (анг. run – бігти, їхати, йти, летіти, пливти);
- translation by phrases;
- explanation of the meaning of a foreign word in the native language;

- providing a definition of a foreign lexical unit in the native language [4; p. 97].

Here are examples of exercises related to the semanticization of English vocabulary for primary school students.

### **Contextual ways of semantizing words.**

Exercise 1.

Task: the teacher names a verb and shows this action, and the students repeat. For example: the teacher says: "Jump!" and jumps, the students repeat the word and jump. Later, you can use the game "Simon says..."

Exercise 2.

Task: the teacher puts several pictures according to the topic of the lesson (for example: fish, dog, cat, hamster), names each and asks the students to close their eyes, hides one card and asks the students to open their eyes. The students must name the card that is not there.

Exercise 3.

Task: the student must show the word with gestures and movements, the other students must guess the word. Then they change roles.

### **Translation-based ways of semantizing words.**

Exercise 1.

Task: in front of the students are cards turned over, on each card is written either an English word or a Ukrainian word. The students must find a pair for each word.

Exercise 2.

Task: The teacher says a word (for example: "train") and asks the students to repeat it.

In conclusion, taking into account a number of factors, the effectiveness of studying lexical units largely depends on the correctly chosen methods of semanticization - translated and untranslated - as well as on the adaptation of the educational material to the level of preparation of students. For successful language acquisition by primary school students, it is necessary to combine different methods of semanticization.

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