

Methodical Features of Teaching Homonyms of English Language Using Computer Technology

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Abstract--- *The implementation of computer technology in the process of teaching English homonyms and their use are discussed in this article. At the implementation of multimedia and presentation in teaching English homonyms expand the range of opportunities of their mastering. The very understanding of the phenomenon of homonymy and its classical definition. Many scientists involved in the methodology of teaching foreign languages, rightly drew attention to the effectiveness of the game method with the use of a computer. This is due to the fact that the game manifests especially fully, and sometimes unexpectedly the ability of any person, and the learner, in particular.*

Keywords--- *Homonyms of the English Language, Homographs, Homophones, Technical Means, Differentiation of Learning, Computer Technology, Multimedia, Modern Teaching Methods.*

I. INTRODUCTION

In recent decades, serious reform processes have been taking place in education system. They are connected both with the adoption of innovative organizational-managerial decisions, and with the progressive reorientation of the educational sphere on the person, her competence and personal qualities, designed to ensure him success and competitiveness in modern socio-economic and socio-cultural conditions. There is no exception, and vocational training of the learner as an integral part of general education system, in which a special role plays general education stage, that is, teaching foreign languages. The main purpose of teaching foreign languages is the formation and development of communicative culture of learners, teaching practical mastery of a foreign language. The task of the teacher is to choose such teaching methods that would allow each learner to show their activity, their creativity.

The question of the use of new information technologies in the learning process is increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. Modern pedagogical technologies such as training in cooperation, project methodology, the use of new information technologies, Internet resources help to implement a personality-oriented approach in learning, provide individualization and differentiation of learning considering the abilities of children, their level of learning, aptitudes, etc.

It becomes obvious, that in modern conditions of high level of information technologies development and their implementation in educational process, use of the computer could considerably increase efficiency of training in foreign language and help in the organization of intercultural communication at foreign language lesson.

Computer technology is increasingly recognized by pedagogues because it:

- Stimulate the process of studying any subject and facilitate the exchange of experience in teaching various disciplines;

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- Significantly increase the interest of learners in the educational process, in particular, to the mastery of foreign language speech activity in foreign language lessons;
- Expand learners' communicative practice;
- Make possible the use of new methodical techniques based on the comparison of their own data of learners, and those, that they receive as a result of communication.

II. LITERATURE REVIEW

The implementation of computer technologies in education also makes it possible to use computer games in the process of teaching foreign languages, which contributes to a more successful mastery of language and communicative material in foreign language lessons. Many scientists involved in the methodology of teaching foreign languages, rightly drew attention to the effectiveness of the game method with the use of a computer. This is due to the fact that the game manifests especially fully, and sometimes unexpectedly the ability of any person, and the learner, in particular. Johan Huizinga noted that human culture originated and unfolds as a game . However, it should be noted that the use of computer games is not well studied in terms of teaching foreign languages. But it is the game that can perform an exceptional role of enhancing cognitive interest, facilitating the complex process of learning, creating conditions for the formation of creative personality of learners, and also allows you to bring the professional skills of the teacher to the level of modern technologies. As well as interactive tele-education, the basis of which are multimedia technologies, with the modern popularity of distance education naturally becomes one of the research subjects. The implementation of multimedia in teaching foreign languages has expanded the range of training opportunities. Multimedia systems and methods of complex application of software appeared, in which the application of information computer technologies becomes complex due to the integration into a single system of various exercises, functions, hypertext and hypermedia methods of information processing. Indeed, it is these technologies that have combined text, graphics, photos, videos in a uniform digital representation. Application of multimedia system of information technologies allowed to enlarge educational tasks, in particular, demanding development of complex skills: training in writing, reading and phonetics. Thanks to multimedia technology, the principle of visibility in teaching has become possible to implement through the method of multimedia content visualization, i.e. through interactive multimedia visualization of educational information.

The implementation of information technologies in the teaching of English language at this stage of education modernization isn't a tribute to the fashion, but a necessity, because they allow to effectively organize group and independent work in the learning process; contribute to the improvement of practical skills of learners; allow to individualize the learning process; increase interest in learning English language; activate cognitive activity of learners; develop the creative potential of students, their thinking, memory, ability to work with information sources; modernize the learning process.

The very fact of conducting an English lesson in an office equipped with computer equipment intrigues learners, they appear (albeit external) motivation. The learner feels the need for knowledge. He can't wait to see what happens next. From external motivation "grows" interest in the subject. The learner is interested in using the computer to learn new material, check their level of competence, skills of professional communication. In the process of learning

English language, learners are faced with various language phenomena. Some of them cause some difficulties, as these phenomena are not given enough time or their study is not available in the curriculum at all.

One of the greatest difficulties of the English language, which is faced by all without exception, is that the same spelling or sound of the word can have a completely different meaning. Often sentences with such words, that is, homonyms, put a person in a deadlock, since the translation of each word individually does not make it possible to understand the meaning of the sentence as a whole. This type of words is quite common in the language, but in the study of homonyms of the English language, the problem of homonymy remains poorly studied. Such scientists as V. V. Vinogradov, N. M. Shansky, O. S. Akhmanova, M. G. Arsenyeva, O. E. Voronichev, S. V. Krasnikova, V. V. Lavrentiyeva, I. S. Logacheva, L. M. Pazova and others were engaged in homonymy issues, however, there isn't unity of opinion among the scientists on homonymy problems, such as methods of classification and delimitation of homonymy from other linguistic phenomena. It should be noted that not much attention was paid to the problems of assimilation of foreign homonyms.

There is a different understanding of the phenomenon of homonymy. The classical definition of homonymy is given in the work of R. A. Budagov: "Homonyms are words that differ in meaning, but are the same in sound and spelling». V. V. Vinogradov defines homonyms more specifically: "The term homonymy should be applied to different words, to different lexical units that coincide in language structure in all forms».

Actually, Homonyms are two words that are spelled the same and sound the same but have different meanings. The word "homonym" comes from the prefix "homo-," which means the same, and the suffix "-nym," which means name. Therefore, a homonym is a word that has the same name as another word, meaning that the two words look and sound exactly alike. Let's look at them in sentences:

*The conference was very **well** organized.*

*The dog fell down a **well**.*

As you can see, in these sentences there are two words *well*, only in the first case *well* is an adjective that translates as "good", and in the second sentence as "an excavation or structure created in the ground by digging, or drilling to access liquid resources, usually water". Naturally, if you know only one of the variants of the translation of this word, you will not be able to cope with the translation of the sentence. There are many such words as *well* in the English language and they are all called homonyms, that is, words that have the same spelling or pronunciation, but different meanings. In their native language, learners usually do not pay attention to the use of homonyms.

III. DISCUSSION

When learning the native language, learners are purposefully introduced to the phenomenon of homonymy, form an idea about homonyms and how to work with them, but when learning English language, such tasks are not set. It is commonly reported that the word has a second meaning, quite different from the first, with which learners are already familiar. The term "homonym" is not used, since it is unimportant for fulfillment specific educational task and there is no need to give theoretical knowledge about the difference between homonymy and polysemy. The reason is objective: in the school program, the native language is studied as an object of analysis, and the purpose of learning English is the ability to use it in various communicative situations.

English language is rich in such words, so it is very important to fully understand the meaning of what is said or written, as the same word in the context of a sentence can have a completely different meaning, in addition, with the same spelling, some words can be both adjectives and nouns.

For example:

Trip: 1. (noun) – A travel experience;

*I'm taking a business **trip** to Athens next month.*

2. (verb) – When your foot hits an object, and you lose balance and fall.

*"How did you **break** your leg?"*

*"I **tripped** over my computer cord and fell down the stairs."*

Wave: 1. (noun) – When the water of the ocean rises and crashes down on the beach.

The **waves** at this beach are pretty big. They can knock you down if you're not careful.

2. (verb) – To greet or say goodbye to someone by moving your hand.

*I **waved** goodbye to my mother as the train pulled out of the station.*

Sink: 1. (noun) – A place in the kitchen where you wash your dishes.

*Don't leave your dirty plates on the table – put them in the **sink**, please.*

2. (verb) – To go under the surface of the water, down to the bottom.

*Fifteen hundred people died when the Titanic **sank** after hitting an iceberg.*

Change: 1. (verb) – To transform

*Social networking sites have **changed** the way people interact.*

2. (noun) - A transformation

"That'll be six dollars."

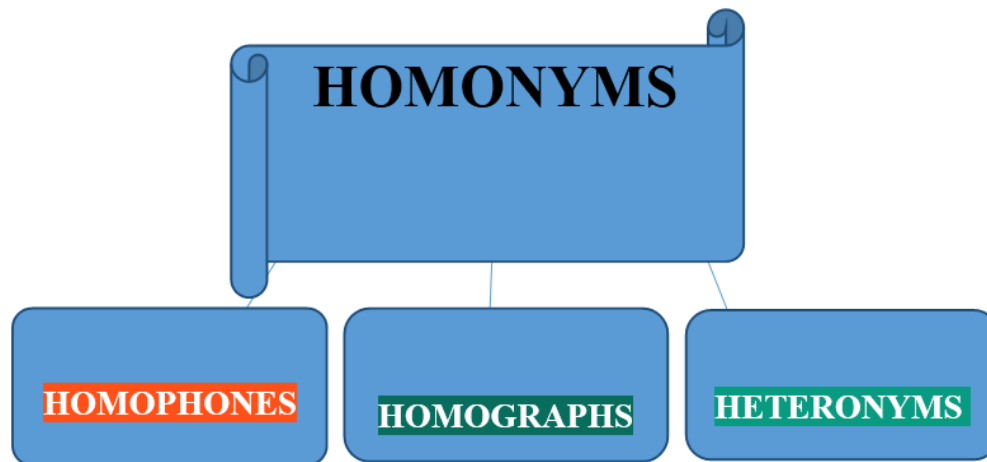
"Here's ten."

*"Four dollars is your **change** – and here's your receipt. Have a nice day!"*

In English lessons, we have often noticed that such a topic as homonyms, given, not enough time to understand its whole depth and relevance. We addressed this problem to the teacher, to which we received the answer that the modern method of teaching English language does not include extensive study of this topic, but only partially affects it in each of the courses of study.

We consider this a wrong and unreasonable decision, since homonymy is a very interesting and fascinating section of each of the languages of the world, and especially English. The topic of homonyms includes many classes and subgroups, and it is these that we would like to touch upon and explore in our article. In English language, as in other languages, there are many similar-sounding words, but they contain different meanings. Since there are several "types" of homonyms (e.g., same spelling but different pronunciation, same pronunciation but different spelling, same spelling and same pronunciation), further categorization is needed.

Let's look at them in the form of a diagram.



Homophones: two or more words that share the same pronunciation but have different meanings. They may or may not be spelled on the same way.

Examples:

write and right;

- 1) My friend and I make a good team; he likes to **write** stories, and I like to draw pictures for them.
- 2) The **right** thing to do is not always the easy thing to do.

here – hear;

- 1) I don't like to **hear** bad things about my friends.
- 2) If you can't be **here** on time, then don't come at all.

knight – night;

- 1) The **knight** was brave when he went into the battle.
- 2) Every **night** I watch the 6:00 p.m. news with my family.

blue – blew;

- 1) I got three **blue** sweaters as presents last Christmas.
- 2) We **blew** out all the candles and turned on the lamp.

know – no;

- 1) My friend said he didn't **know**, whether he could come over to night.
- 2) Science we had **no** more mayonnaise left, I put salad dressing on my turkey sandwich.

Homographs: homonyms that share the same spelling. They may or may not have the same pronunciation.

Examples:

Address

- 1) I can give you the **address** of a good attorney.
- 2) That letter was **addressed** to me.

Back

- 1) I'll be **back** in a minute.
- 2) She was the one who had fired him from his first job **back** in South Africa.
- 3) Anna stood with her **back** to the window.

Capital

- 1) Cairo is the **capital** of Egypt.
- 2) You should write your name in **capital** letters.

Drop

- 1) The apples are beginning to **drop** from the trees.
- 2) A single **drop** of blood splashed onto the floor.

Left

- 1) Look **left** and right before you cross the road.
- 2) The plane **left** for Dallas last night.

Heteronyms: those are homonyms that share the same spelling but have different pronunciations and different meanings. That is, they are homographs which are not homophones.

Example:

Desert 1) to abandon; 2) arid region.

- 1) *It's hard to find water in the **desert**.*
- 2) *My father **deserted** our family when I was only 6.*

Dove 1) a type of bird; 2) past tense of "dive"

- 1) *I could hear the **doves** singing outside my window.*
- 2) *She **dove** into the swimming pool.*

Refuse 1) to say no, to reject; 2) garbage, waste

- 1) *He **refused** to discuss the topic, saying it was none of my business.*
- 2) *Did you know that most households generate 500 pounds of refuse per year?*

Content 1) information or objects that are contained in something else; 2) satisfied, happy

- 1) *The security officer inspected the **contents** of my suitcase.*
- 2) *I was **content** with the grade I got on the test.*

Live 1) to have your home somewhere; 2) performing or being performed in front of an audience

- 1) *I live in an apartment in the city center.*
- 2) *There's **live** music at the restaurant.*

In practical classes, the teacher can explain the subject using all aspects of perception: vision, hearing, and kinesthetic aspect. Then each of the learners has a chance to learn at least part of these aspects. That's what usually happens. This chance is significantly increased if, for example, both the teacher and the learners are visual (or

auditory). The mastering of many important skills, such as reading or writing, depends on which aspect of the learner is the leader. Features of mental work of representatives of different types of personalities differ significantly (for example, the level of distraction, especially memorization, etc.). Using computer technology, the teacher will be able to consider these characteristics of learners and provide information in the form in which it will be better absorbed by them.

If in the classroom to give information to learners at the same time in two formats. The first half of the lesson will be held in the traditional form-according to textbooks, with an explanation of the theoretical foundations. And in the second half of the lesson, learners will master the information received in practice: viewing and listening to video and audio materials (with and without titles), studying the content of English Internet sites, reviewing materials prepared by both the teacher and learners in a presentation form by means of MS Power Point. For example:



Through the use of presentations, videos, and websites, some learners associate the translation with an image, others with a sound similar in English language, and others recall moments when they encountered the word in other situations.

The use of computer presentations in teaching homonyms of the English language allows learners to intensify the assimilation of homonyms of the English language and conduct classes at a qualitatively new level, using instead of the classroom whiteboard projection slide films from the computer screen on a large wall screen or personal computer. The effectiveness of the impact of educational material on learners depends largely on the degree and level of illustrative material. Visual saturation of educational material makes it bright, convincing and contributes to a more successful process of assimilation. Using a computer allows to focus the attention of learners on the

significant moments of the information presented and create visual images in the form of effective illustrations, schemes, diagrams, graphic compositions, slides, collages. This allows you to influence several types of memory: visual, auditory, emotional, sometimes – motor. In this case, you can effectively adapt the training material to the characteristics of students. Increasing interactivity through the use of multimedia learning tools leads to a more intensive participation in the learning process of homonyms of the English language of the learner, which contributes to the efficiency of perception and memorization of educational material [5]. The computer can be used at all stages of the learning process: when explaining new material, when fixing, repeating and controlling.

Teaching a foreign language using a computer has a number of advantages:

- Individualization of training is provided;
- Learners' interest in the computer leads to high motivation of the learning process;
- Learners are willing to engage in dialogue with the computer, they increase the general, computer and language culture;
- It is possible to provide direct feedback;
- The computer does not show negative emotions when repeating errors;
- The mark is more objective;
- Effective performance of exercises and trainings is provided [1].

Computers can be used in teaching languages in a variety of ways.

- 1) *Computer - teacher`s assistant* (use of the computer by the teacher at certain stages of a traditional lesson);
- 2) *Computer-teacher* (individual training of the whole training course according to the given rigid scenario);
- 3) *Computer-the source and "evaluator" of knowledge* (group and individual training in the framework of online learning languages, in which the learner himself refers to the computer as the carrier of the necessary information and "evaluator" when acquiring knowledge) [7].

It should be noted that the undoubted advantage of using computer technology is the transition to the methods of search and creative activity of the teacher and learner. Multimedia presentations also allow for theatrical performance lessons, as well as integrated lessons.

The use of computer technology provides an opportunity to free the teacher from a significant part of routine work, such as checking the fulfillment of individual exercises, frontal questioning, presentation of a large amount of language material. The use of computer technology makes the lesson attractive and truly modern, there is individualization of training, control and summing up are objective and timely. In modern conditions, there are increasingly high requirements for the process of teaching foreign languages. The volume of information is growing rapidly, and modern methods of storage, transmission and processing need constant modernization. And computer technologies represent a wide range of opportunities for modernization and increase of training productivity.

IV. CONCLUSION

In conclusion, we can conclude the following: a) classes with the use of computer technologies can enhance self-assessment of individual learners and strengthen their authority in the team; b) gives impetus to the development of

new forms and content of traditional learner activities; C) can boost cognitive and communicative interest of learners. But it should be emphasized that the computer does not replace the teacher at the lessons of a foreign language, but is an effective assistant that allows to improve the quality of teaching and the effectiveness of control.

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