



Characteristic of creating methodology of correction of the semantic field of words

Oxana Tkach

CONTACT: *Oxana Tkach, Prof., Kamyanets-Podilskyi Ivan Ohienko National University, Ukraine,
E-mail: oxana77tkach@ukr.net*

Keywords:

semantic fields, speech material, directions of remedial work, structuring, harmonization, transformation and repolarisation

Abstract:

The article is devoted to the description of the methods of correction of the semantic fields of words. We defined its main tasks, linguistic material and conditions of its use, substantiated the principles of the division of material into educational directions, specified the aims of this choice, defined the criteria for selecting the material (thematic principle, linguistic, morphological, frequency, hierarchical, etc.). These principles enabled us to form pivotal vocabulary groups for secondary school children, taking into account their linguistic experience and the curricula requirements for children with severe speech disorders.

We described three main stages of the implementation of the remedial program, their purpose and directions of work, namely, the actualization of the existing knowledge of the child, the expansion of the lexical meaning through the accumulation of new words and the use of semantic ties to integrate them into existing semantic fields. The most critical and most important was the stage of harmonization, structuring and repolarization of semantic fields, in which conditions for independent construction and modification of semantic fields were created, as it provided for independent, competent work of children in selecting, processing and using the information obtained from different sources and branches of knowledge, as well as acquiring skills by one's own choice or instruction to transform existing semantic fields.

The article gives a list of practical tasks offered to children at different stages of remedy for individual and group work. Students worked with ready-made graphic structures of expressions and dynamic models. In order to visualize the process of forming semantic fields, in addition to the generally accepted models (associative chains), we proposed some projective models ("the snowball tree cluster", "the sundial", "the associative bush", and the "multi-stage pyramid", which allowed to study quantitative and qualitative characteristics of semantic fields.

1. Introduction

Subject-matter. The requirements of today focus on the education of a flexible, creative individual, competitive in the world of educational space, which is impossible without a sufficiently high level of development of speech abilities. Semantic word fields are one of the central components that provide the development of these abilities, since they allow us to comprehensively evaluate the information received, encode and decode it so that people with different language experience can understand it.

2. Analysis of historical and pedagogical sources

The staging of the formation of semantic fields of words, the quantitative and qualitative enrichment of the vocabulary, the learning of rules and understanding the regularity of emergence of different types of ties were the subject of the research by Cvetkova (1997), Leontiev (1997), Scherba (1989), Sobotovich (2011), Sheremet (2012), etc. Among the researchers working in the field of remedial pedagogy, the research was conducted



by Havrilova (2011), Kondratenko (2006), Kolomiyets (2014), Lalaeva (1999), Marchenko (2008), Revutska (2012), Tarasun (2004), Tyshchenko (2005), Tkach, Trofymenko (2004).

The research mostly concerned the study of the influence of the expansion of semantic side of speech on the formation of semantic structures, demonstrated the influence of violations of cognitive processes in students with SSD on the peculiarities of children's learning of terms, concepts and understanding of texts.

3. Research

The aim of the research is to describe the principles and objectives of remedial methods, determine the direction of remedy and its main components. The subject-matter and lexical content of remedial classes were defined in the first place. The curricula for middle school children (grades 5-7) were based on such subjects as language and literature, social science, natural history, art history, technology and health.

To facilitate the selection and structuring of the proposed themes at all stages of remedial work, they were divided into three main educational areas: natural science (natural phenomena and their place in human life), human studies (physical and mental characteristics, realization of oneself as a personality), and social sciences (intercourse, persisting in one's thoughts and views, forming a national and ethnic identity of a person in society). We proposed both specific topics aimed at the development and structuring of knowledge within the same educational area, and generalizing ones, which contained all the above-mentioned directions, and primarily aimed at synchronizing knowledge and expanding lexical means to express them.

The nature science direction is represented by the topics which contribute to the formation and refinement of natural science knowledge and skills about the bodies and substances surrounding the person, living conditions on the Earth, celestial, thermal, sound and electrical phenomena aimed at deepening and specifying the knowledge about integral natural and artificial ecosystems and the place of the man, formation and deepening of knowledge about the Universe and the environment, the structure and functioning of plants, and mechanisms for adapting to different living conditions.

The humanities direction included topics that comprised the formation of skills to use pieces of folk art (myths, legends, fairy tales, proverbs, sayings, chronicles) both of one's own people and representatives of other groups for the development of such personal qualities as individuality, peculiarity, identity, responsibility, dignity, conscience, shame, feelings of guilt, respect, help, responsiveness. The tasks contained material to determine the level of awareness of the students of their mental and physical characteristics (kindness, intelligence, courtesy, tolerance, punctuality, compulsory ...). Used to recall folk customs, rituals and their significance, legends and historical descriptions of the origin of the people, his historical path. Proposed artistic works illustrating the history of the struggle of the people for independence, a sense of dignity, protection of their own views, care for relatives and nature.

The social science direction is represented by the topics, which form and specify knowledge about physical development of a person, its motor activity and active rest, kinds of sports, preventive health care, hardening, safety rules outside and indoors, behaviour in different situations. A separate area is the theme of family and family relations, the formation of moral and cultural values (family and national traditions, holidays) both of a separate family and of an ethnic group or a multinational society. The tasks highlighted the place of work in human life, the value of a man in society, responsibilities to oneself and others, mutual understanding in the family. For this purpose, in most classes we modelled situations of communication with classmates and friends, assistance to the elderly and younger, weak and feeble. The use of fairy tales, legends, and art works with hidden content was aimed at improving the students' knowledge of human rights and freedoms, the principles of democracy, social justice and social diversity, understanding of cultural and national characteristics of the Ukrainian people. Certain tasks concerned the reflection of people's relationships in the historical and spiritual contexts, the resolution of conflicts, the understanding of the place of an individual both in the history of people's movements, liberation wars, and in the present situation.

The analysis of textbooks for students of 5-7 grades, the recommended supplementary literature allowed us to determine the optimal vocabulary of topics. To select it, we used the statistical (frequency) and thematic principles, which allowed us to form the basic vocabulary groups for each the lexical theme. We grouped the vocabulary according to its relativity to different parts speech (nouns, verbs, adjectives, adverbs, complex and compound numerals, participles, and gerunds), and also included figurative phrases and comparative turns



of speech. For the structuring of words within a single lexical topic, a hierarchical principle was used (from a specific meaning to a concept). In general, we selected from 250 to 300 words to each the lexical theme.

For the selection of speech material, the following criteria were taken into account: lexical, grammatical and syntactic availability of the material; belonging to different parts of speech (main and auxiliary); compliance with curricula for children with severe speech disorders (SSD) of certain age groups; a fairly high frequency of their use in everyday life and in class; meaning of the word for the implementation of the remedial and educational aim; the leading role of the proposed words in terms of the tasks we defined.

To implement the remedial program, three main stages of program implementation were defined. For your convenience, we present them in the following table.

Table 1. Directions of remedial work in development and improvement of semantic fields of words

The name of the stage	Remedial aim	Directions of remedial work
Stage 1 – orientation (actualization of the acquired knowledge)	<ul style="list-style-type: none"> — to update the vocabulary of a certain lexical topic, using literary sources, audio and video materials; — to stimulate the use of different types of semantic links in active and written language with drawings, illustrations, and various types of associations. 	<ul style="list-style-type: none"> — inclusion into the system of lexical relations; — actualization of knowledge with the help of directed associations; — actualization of knowledge with the help of free associations.
Stage 2 – accumulation (accumulation, expansion and synchronization of semantic fields)	<ul style="list-style-type: none"> — accumulate the vocabulary in accordance with the proposed lexical topics; — to develop the ability to use different types of semantic connections in oral speech and writing; — to expand lexical capacity in relation to all components of the semantic field; — to form the ability to synchronize knowledge in different subjects and use it when characterizing different objects and subjects of the environment. 	<ul style="list-style-type: none"> — accumulation of components of the semantic field in the students' vocabulary; — assimilation of ready-made schemes and models of constructing utterances; — independent formation of single-type and multicomponent statements; — distribution of independent opinions through the perception of new information (print, audio, video information with speech and without speech support); — stimulation of paradigmatic and syntagmatic relationships in oral speech and writing (according to the schemes, models and independently); — the formation of widespread statements using syntagmatic and epidygmatic types of relations; — synchronization of educational information with the child's experience; — the formation of the ability to independently make statements using different types of semantic relations.

The orientation stage was aimed at updating the knowledge acquired. The accumulation stage focused on the expansion of vocabulary, the expansion and synchronization of semantic fields, and mastering the basic models of constructing utterances using all types of semantic relationships. The stage of harmonization, structuring and repolarization of semantic fields was aimed at creating the ability of secondary school children with SSD to independently create and modify semantic fields using the information obtained from different sources and branches of knowledge, to transform existing semantic fields on one's own.

At the first stage, several tasks were simultaneously realized. In particular, the lexical filling of semantic fields was expanded due to the assimilation of new words, the study of peculiarities of transformation of their meaning depending on the context of their use. The students' attention was drawn to the sequence of words used when creating different types of semantic relationships. For the development of compositional characteristics of the speech of junior schoolchildren, namely for their rich content, cognitive abilities were used for the precise structuring of semantic fields. Equally important in our opinion is the formation in children of different models of evaluation and linguistic substantiation of their speech. At the same time, it was important



to develop the ability to combine knowledge and speech terms with all branches of knowledge, and to use the logical construction of inferences. The development of the translational abilities of the child's speech was realized through the development of emotional, personal, ethnic and cultural components in the formation of the child's speech sphere in general and semantic fields in particular.

At the second stage, we accentuated the accumulation of different parts speech in the child's vocabulary according to previously defined lexical themes. At the same time, conditions were created to specify their semantic (lexical) filling and use of not only certain components (words of different parts of speech), but also the ability to trace and use in active speech various speech phenomena such as polysemy, synonymy, paronymy, homonymy, and others. Of equal importance was the syntactic structuring of statements, the use of different ways and forms of combining words with each other, and subsequent correlation of their meanings. Another direction was defined as the development of the reference characteristics and compositional abilities of the semantic fields, namely: the development of the cognitive and logical component, the formation of the ability to define the content filling of the word or statement in a particular situation and the possibility of their modification.

The third stage accentuated the development of translational abilities of the speech system of secondary school children with SSD. The development of the personality component was carried out through the use of positive qualities of child's character and temperament, functional peculiarities of the central and peripheral nervous system. The ethnic and cultural component was secured by the child's deeper knowledge of cultural and linguistic traditions of his own people, assimilation of pieces of folk culture and the use of these elements in his own speech. At the same time, the already existing cultural and ethnic peculiarities of the child's inner world and the formed speech patterns of the child's family and friends were widely used. The emotional component is provided by the use of situations emotionally significant for the child, by using the principle of "through interesting, familiar and positive to new and unfamiliar".

Thus, the basis of our system of remedial activities included the development (deployment) of lexical sphere, compositional structuring of semantic fields due to syntactic and cognitive aspects, and the development of translational abilities of fields, taking into account the influence on their formation of personal, emotional, ethnic and cultural factors.

By selecting the tasks for each of the stages of remedial work, we took into account the views of the leading scientists, which point to the complexity and versatility of the process of formation of semantic fields of words.

Taking into account the defined above aims and directions of remedial training, we selected the tasks that would ensure their implementation at each stage of remedial work (Table 2).

Table 2. List of tasks used at different stages of remedial work

Stage	Approximate tasks
Stage 1 – orientation (actualization of the acquired knowledge)	<ul style="list-style-type: none"> – the naming of subject object images, fuzzy graphic stimuli; – argumentation of one's own and somebody else's statements; – change of the structure and components of the word; – explanation of the meaning of rarely used words, word-terms and word-concepts; – use of simple and detailed plans of statements; – construction of simple and compound sentences according to the model, proposed words or defined combination of words; – correction of deformed texts and audio records; – argumentation of statements according to patterns or by one's own choice; – studying the possibilities of using one's own experience in the formation of judgments and statements; – reformatting well-known expressions by including one's own judgments; – analysis of one's own statements; – change of judgment after presenting of new information; – study of pieces of folk culture, examples of explanation of mental and moral aspects of other people's actions.



Stage	Approximate tasks
Stage 2 – accumulation (accumulation, expansion and synchronization of semantic fields)	<ul style="list-style-type: none"> – accumulation of lexical material in definite topics (main and auxiliary parts of speech); – clarification of the meaning of new and unfamiliar words; – exclusion of unnecessary components from complete sets of words according to the lexical themes; – formation of texts by their separate elements and schemes of statements; – assimilation of algorithms of different statements; – use of subject and object images with deformed texts; – formatting compositionally incomplete statements according to patters and independently; – use of emotionally coloured patters of statements as models; – performing the task with descriptions of emotionally neutral, positive and negative experiences; – use of pieces of folk culture according to ready-made schemes and on one's own.
Stage 1 – orientation (actualization of the acquired knowledge)	<ul style="list-style-type: none"> – construction of dialogical and monological statements based on previously learned schemes and patterns; – use of tests and exercises to use and find odd-one-out words from thematic groups; – editing of deformed texts and statements.

The students updated their knowledge by reviewing small presentations, maximum rich in vocabulary according to the topic of the class, working with printed, video and audio sources. Most of the tasks involved reproduction of the heard or remembered material by guiding questions, completing tasks in large or small groups. Often the tasks included patters of their solution, or an algorithm of their performing orally, and the children independently did them in their notebooks or orally. The exercises mainly involved the use of simple sentences with missing or misplaced elements, which the children changed by themselves or came up with their own expressions. Certain tasks included deformed schemes or models of statements with broken and inaccurate judgments, well-known expressions or information, which was previously proposed in presentations.

During the implementation of the accumulation stage, the tasks were offered in such a way as to use the already updated or extend dictionary of children at the expense of all main and auxiliary parts of the speech, to create conditions for their use in one's own statements (forming the components of speech). The same tasks, but with certain modifications, were used to develop the transformation and repolarisation characteristics of semantic fields. Students were offered already familiar deformed sentences or statements, provocative images, ambiguous statements which they modified by clearly reasoning their activities. The task also included idiomatic phrases, proverbs and sayings, and envisioned the formation and expression of one's own attitude to the depicted or described events, which should become the basis for the development of translational language skills of the child. Almost all tasks were performed by the child on his own, using an adult's measured assistance and individual counseling. At this stage, the students' tasks were discussed in the group, the children learned to define the used models of statements, to support their choices, and to rephrase using new conditions for performing the tasks. Here, the students used the vocabulary offered by the specialist as well as that of their own, while the amount of vocabulary offered to the students was reduced with each subsequent lesson. Thematic dictionaries were also compiled by analyzing every individual child's expressions, as well as those of other children belonging to his group.

At the stage of harmonization, we also proposed tasks for the formation of component, compositional and translational abilities of oral speech and writing of secondary school children with SSD. However, they were comprehensive and involved the statement of the ability to use all parts of the speech, to correctly combine them syntactically. The attention was drawn to the consistency of constructing statements, the ability to expand the nature or characteristics of a natural phenomenon, to follow the change in the meaning of a word or an entire statement. The emphasis in the selection of tasks was on the ability to express one's own opinion and attitude to objects or phenomena, individual events or actions of people and other beings. We emphasized the ability to express one's attitude to a situation and to support it. To implement this stage, we developed not



only exercises, but also test assignments with a small number of subject and object images and other graphic stimuli.

We were able to evaluate the results of using these techniques after studying the semantic fields of words through the students' simple, branched and dispersed models in a variety of projections (a simple associative chain, branched, structured according to the "snowball tree cluster" and the "sundial", in a horizontal and vertical projection of the "associative bush", and a gradual study at the expense of building a "multi-stage pyramid").

4. Conclusions

The use of remedial techniques for the formation of semantic fields of words of pupils with SSD within 30 weeks allowed to improve the general level of mastering the teaching material, to identify the types of difficulties the students run into, and to formulate methodological recommendations for teachers.

Three types of difficulties were observed in children with SSD in the process of remedial training, which were indicated by specific errors: emotional and volitional (with reduced motivational readiness for cooperation, lack of initiative in communication, not always adequate response to praise and remarks, lack of awareness of necessity to develop communicative abilities, reduced ability to work), cognitive and operational (in the difficulties of translating graphic stimuli into verbal reactions and, vice-versa, dropping out or partial retention of instruction elements, inappropriate use of acquired models of constructing semantic fields in work with deformed, mosaically destroyed and partially created fields) and semantic-informational (with low general understanding of the proposed lexical themes, false interpretation of the meaning of the word, difficulties in distinguishing the main and subordinate links within semantic fields of words, focusing only on one of the proposed stimuli and ignoring the meaning of others, a limited understanding of the versatility of the structure of semantic fields). Since each of the types of disorders involves the peculiarities of information processing in different parts of cerebral cortex, recommendations have been developed for the sequence of presenting the teaching material, the impact on different analytical systems and certain specifics of the organization of the educational process for children of different groups.

The conducted research does not cover all aspects of the mentioned problem due to the complexity and versatility of the topic, and suggests further scientific and pedagogical search.

REFERENCES

- Cvetkova, L. S. (1997). *Mozg ʻ yntellekt: narushenʻye ʻ vosstanovlenʻye yntellektualʻnoj deyatelʻnosti*. Minsk: Prosveshhenʻe-AO Ucheb.
- Havrilova, N. S. (2011). Psʻyholoqichna xarakterʻystʻyka ditej z zagalʻnym nedorozvʻytkom movlennya z porushennam piznavalʻnoyi sferʻy kinetʻychnogo tʻypu. (181-185). In *Zbirnyk naukovʻyx pracʻ Kamʻyaneczʻ -Podil. nacz. un-tu im. Ivana Ogiyenka. Ser.: socialʻno-pedagogichna. Kamʻyaneczʻ -Podilʻskʻy*.
- Kolomiyets, T. V. (2014). *Formuvannya gramatʻyko-stʻylistychnʻyx uminʻ v uchniv pochatkovʻyx klasiv iz tyazhkʻymʻ porushennyamʻ movlennya: dʻys. kand. ped. nauk: 13.0003*. Kiev: Nacionalʻnyj pedagogichnyj un-t. im. M.P. Dragomanova
- Kondratenko, N. V. (2006). *Organizaciya semantʻychnogo polya tekstu: tekstovʻyj ta interpretacijnyj zmist*. Kiev: KNT.
- Lalaeva, R. ʻY. (1999). *Narushenʻye chtenʻyya ʻ putʻy ʻyx korrekcyʻy u mladshʻyx shkolʻnykov: ucheb. posobyʻe*. Sankt Petersburg: SOYuZ.
- Leontiev, A. A. (1997). *Osnovy psʻyholingvʻystʻykʻy*. Moskva: Progress.
- Marchenko, I. S. (2008). *Formuvannya tvorchogo zvyaznogo movlennya u doshkilʻnykiv iz zatrymkoyu psʻyichnogo rozvʻytku: dʻys. kand. ped. nauk: 13.0003*. Kiev: Nacionalʻnyj pedagogichnyj un-t. im. M.P. Dragomanova.
- Revutska, N. V. (2012). *Formuvannya leksʻychnʻyx uminʻ ta navʻychock v procesi slovtvorchoyi robotʻy u molodshʻyx shkolʻyariiv z tyazhkʻymʻ vadamy movlennya (TVM), (107-118)*. In: *Movʻy j kulʻtura narodiv Pryazovʻya: zb. nauk. pracʻ BDPI (Movoznavstvo)*. Berdyansʻk: BDPI.



- Sheremet, M. K., Kolomiyets, T. V. (2012). Nejropsykhologichni zasady formuvannya movlennya (384-393). In: *Aktualni pytannya korekciynoyi osvity (pedagogichni nauky)*. Zbirnyk naukovykh prac'. Kamyanets-Podilsky: PP Medobory-2006.
- Shcherba, L. V. (1989). *O yazykovej systeme v rechevoj deyatel'nosti*. Lviv., p.77-100.
- Sobotovich, E. V. (2011). *Narushenye rechevogo razvityya u detej y puty ykh korrekcyi*. Kiev: IODO..
- Tarasun, V. V. (2004). *Logodydaktyka. Navchalnyj posibnyk dlya vyshh'yx navchalnykh zakladiv*. Kiev: Vydavnytstvo Nacional'nogo pedagogichnogo un-tu im. M.P. Dragomanova.
- Tkach, O. M. (2017). Strukturizaciya i transformaciya semantichnykh poliv sliv v ontogenezi. Aktualni pytannya korekciynoyi osvity (269-279). *Zbirnyk naukovykh prac'*. Kamyanets-Podilsky: PP.Medobory-2006.
- Trofymenko, L. I. (2004). *Formuvannya leksyko-gramatichnoyi storony movlennya u ditej pyatogo roku zhyttya iz zagalnym nedorozvytkom movlennya*. dys... kand. ped. nauk: 13.00.03. Kiev: In-t specz. pedagogiky APN Ukrainy
- Tyshchenko, V. B. (2005). Zmist intelektual'nogo komponenta movlennyevoyi diyalnosti (129-141). Naukovyj chasopys NPU imeni M.P. Dragomanova, Kiev.

