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Some Features of Teaching Antonyms at Schools

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Abstract

The theoretical point of view of mastery children with speech disorders is visualized in this article, which highlights the fundamentals of communicative competence. This promotes the development of students' cognitive activity, memory, attention, and other mental functions, all of which have a positive impact on students' intact intelligence, help them feel like they are fully integrated into modern society, and enable them to use English to meet their educational and other needs.

Key Words: functional (semantic) way, grammatical concepts, practical language acquisition, correction of pronunciation.

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A common understanding of the study of the foundations of language science is the acquisition of knowledge from the fields of spelling and grammar (the phonetics, word formation, and vocabulary attached to the grammar section) and the development of complex oral and written speaking skills based on this knowledge. Students must be highly capable of abstract conceptual generalizations through mental activity in order to master grammatical notions, relations, and regularities. There is a conflict between students' levels and types of cognitive activity in the early stages of language acquisition and the requirement that they assimilate abstract grammatical principles and categories since it depends on speech development. To overcome this contradiction is the essence of the special methodical approach.

Important strategies for arranging grammatical content and choosing its subjects in line with the objective of practically grasping grammar principles, relationships, and expressive techniques are involved in the use of this strategy.

Functional (semantic) material organization is paired with unique approaches to its semantics, introduction to speech, and fastening with a step-by-step shift from visual exercise to verbal-contextual speech practice. Gaining proficiency in the language's grammatical structure is a step toward improving speaking overall. By focusing on the material's unique vocabulary, morphological and syntactic analysis aids in the creation of lexical generalizations. Unlike other types of surgery, word synthesis aids in

mastering the language's grammatical elements. Sound-syllabic structure is progressively absorbed as a result of their expertise. and the capacity for analysis and synthesis, as well as the capacity to distinguish between phoneme sounds [1].

The acquisition of grammatical knowledge and abilities has a positive, useful impact on students' cognitive function. It is getting better in the processes of observation and analysis, linguistic material comparison with actual circumstances and occurrences, and comparison and synthesis. Students establish language generalizations throughout time, which aid in the formation of conceptual thought patterns.

It is possible to form speech as a means of communication and an instrument of thought and for language learning as part of the school curriculum when processes and operations thinking are improved during work in the classroom and in private lessons. This accelerates development and increases the effectiveness of individual speech training. For the systematic approach of teaching the language to function well, it should follow these guidelines:

1) construction of language learning based on the level of speech development, typical and individual speech peculiarities of children;

2) the provision of priority of practical students of language as means of communication and instruments of cognitive activity (communication principle);

3) the relationship of implementation of the tasks of formation of students' speech

communication, speech correction of children and teaching them the Russian language;

4) the construction of special language instruction in accordance with the most General regularities of development of speech in norm;

5) formation and correction of speech on the basis of establishing the link between phonetic, lexical and grammatical components of language;

6) language training on the basis of the formation of linguistic generalizations.

Sections of the school curriculum cover each of these fields of study. Every section's contents were chosen with consideration for the material's semantization and stipulations (principles). Each section's characteristics are represented in the training process. When speech is incomplete, a speech therapist's teaching strategies are customized to the peculiarities of the speech sound design (blending phonemes, a violation of the sound-syllabic structure, substitutions, permutations, etc.). Lexical ideas are formed by specific material selection that adheres to phonetic and content-semantic principles. unique and requires attention in learning grammatical patterns. Gradually the children to form concepts about grammatical categories, the ways of expressing lexical and grammatical meanings and relations to language [2].

The originality of the objectives and content of work on formation of the speech at pupils with severe speech disorders implies the existence of special requirements for the organization of the teaching process

and planning. Among the most significant issues of organization of work on formation of speech and language learning as subject matter include:

- the choice of forms of learning (individual, group, frontal); the ratio of frontal, group and individual work in class; the connection of different student activities with the development of speech activity; the optimal ratio of independent work and work under the guidance of a teacher.

Particular attention is drawn to the practical side of elementary course, on the service role of the acquired knowledge in phonetics, grammar, and spelling.

Improving speech-based language learning as a subject has been successfully implemented in a special school provided that for mastering a certain theory created practical background in the form of training to overcome the gaps in phonetic, lexical, grammatical aspects of speech.

Classes in development of speech, pronunciation, preparing for assimilation of the children of certain grammar definitions of the rules. Only after the student has almost mastered a particular speech form and the relations that are expressed through it, you can go to the appropriate conclusions and generalizations.

Of particular importance for practical language acquisition is work on phrase and sentence. Grammatical parsing of sentences, the analysis of the relationship between the words in the phrase is aimed at improving the syntactic aspects of speech of children. The qualitative improvement of speech experience of children in the process of

e-language learning as a subject is to be the leading direction in work. Classes in phonetics, grammar, and spelling based on the number of tasks [3].

- mastering basic theoretical information to prepare for the systematic assimilation of the course;

- enrichment speech practice: discrimination of sounds, letters, parts of speech and their inherent grammatical features. Increased conscious mastery of theoretical material is the ability of the student to provide examples illustrating the definitions, rules, insights;

- learning how to exercise as they simulated different speech operation. Exercises are chosen so that some of them were taught to find the necessary phonetic, grammatical and spelling phenomena in the text, others to analyze them, others to create specific linguistic units. Each student produces a sequence of actions and operations in the speech analysis and synthesis, and gradually the steps are becoming reflexive, which is a symptom of formation of skill. If these tasks are not reached, further training will be very difficult.

The developing role of language is seen in the development of children's ability to work with textbooks, tables, reference material. Such skills acquired in the classroom and the entrance of the homework, thus enhancing the degree of awareness, activity and independence of students in learning the material. Having mastered certain skills assignments, students are better able to control himself.

So, if at the earliest stages of special education (1st class), a clear priority is given to the practical mastery of the

language, beginning language learning as a subject, all tasks should be solved in interrelation, into a single stream of work on the development of speech.

The work is the relationship between the implementation of the tasks of formation of students' speech communication, speech correction and language training as a subject. The principle is not contrary to the differentiated approach to formation of language as communication and language as a subject.

The specific nature of the correction of pronunciation of speech. Work on pronunciation is not identical to the work on the study of basic information on phonetics. In the first case, children are helped to differentiate the perception and pronunciation of sounds, syllables, words, form practical skills of correct oral language through the exercises, and the second based on the generated pronunciation skills, organize monitoring features sounds, help to make generalization with the use of language terms, definitions, etc.

Special language training is in line with the most General regularities of development of speech in norm. They are manifested in the organization of this special process (phasing; the development of speech, in connection with different activities; the sequence in the mastery of types and types of speech; gradual transition from situational to contextual forms of communication) [4].

Formation and correction of speech is based on establishing a relationship between phonetic, lexical and grammatical components of language. This fact can be represented as the

methodological requirement to work on development and speech correction.

A positive impact on the learning process has the respect of the

continuity in the work of formation of coherent speech in the classroom and in extracurricular time.

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