

GAME TECHNOLOGIES IN TEACHING WORD FORMATION OF THE RUSSIAN LANGUAGE TO NON-PHILOLOGY STUDENTS

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Abstract

The article discusses some game technologies used in teaching Russian word formation to non-philology students.

Keywords: Word formation, game technologies, prefixes, suffixes, interfixes, postfixes.

Introduction

Word formation is a branch of linguistics that studies the structure of the word, word-formation processes and means, the formation and use of derived words in different speech situations. Word-formation in teaching Russian is a description of word-formation models on which a series of derived words are built, and the study of the regularities of the functioning of word-formation affixes in a word, as well as the functioning of derived words in a sentence, due to the communicative and cognitive tasks of the speaker.

The basic unit of description of the semantic side of Russian word-formation is semantic-semantic categories (the meaning of action, actor, attribute, quality, etc.), which together represent a word-formation fragment of the linguistic picture of the world. In general, the word-formation system of the Russian language includes the elements that make up the significant units of the word: root morphemes and auxiliary morphemes (prefixes, suffixes, interfixes and postfixes) and determines the role of these units in word production. The system also includes derived and non-derived words, the laws by which derived words are motivated by non-derived words, methods of word formation and word-formation models.

In grammar, the topic of word formation gives a clear idea of the structure of the word and, consequently, of the laws of its change, consolidates the knowledge of prepositional and non-prepositional control, helps to assimilate the category of the word, directs the laws of verbal control and syntactic combination, helps to understand the structure of the Russian sentence and specifies many grammatical rules (for example, the rules of synonymous substitutions).

The Russian language is one of the richest languages in the world, which is distinguished by the richness of the word-formation system, a wide variety of affixal forms, and a variety of ways of word composition. The number of derived words in the Russian language system prevails over non-derived ones.

Students of technical specialties face a number of difficulties in the study of word formation of independent parts of speech:



- ignorance of affixes and their meanings leads to a lack of understanding of the meaning of derivatives, compound words and abbreviations;
- Lack of understanding of the stylistic coloring of words used with certain affixes leads to their incorrect use in speech;
- Ignorance of the compatibility of words with different affixes makes it impossible to use them in the process of communication;
- Lack of understanding of the text-forming role of words with different affixes leads to the inability to use them in the construction of the text;
- inability to form complex words and abbreviations;
- Ignorance of the word-formation structure of the word.

Students, when faced with difficulties in studying the word formation of independent parts of speech, often lose interest in the object of study. To solve this problem, the teacher needs to create conditions for the formation of the language personality of the student, to involve each student in active cognitive activity, to organize educational situations in which the student can try his hand at solving emerging educational problems, to acquaint with the ways of obtaining the necessary information in order to form his own reasoned opinion on a particular issue. In the arsenal of each teacher there is always his own set of methodological techniques and forms of their implementation for the formation of various competencies in a student.

It can be suggested to use game technologies for the effective study of the topic "Word formation". Game technologies increase the motivation for learning and students' interest in studying the morphemics of independent parts of speech, create an atmosphere of creative cooperation, foster a sense of self-importance in students, give a sense of creative freedom and, most importantly, bring satisfaction and a sense of self-assertion. The use of game technologies in the classroom allows you to transfer knowledge to students in the most interesting form. We offer the following types of didactic games that allow you to easily, quickly and interestingly master the topic "Word formation of independent parts of speech":

The game "Tourists have come to us"

Name the tourists who came from distant countries

Tourist from Korea - Korean

Tourist from China - ...

Tourist from America - ...

Tourist from Spain - ...

A tourist from Africa is...

The game "Two in one"

Answering the questions, put two words into one, designate the object by quality or by action.

A device that flies by itself? (Plane)

Transport that carries a couple ? (Steam locomotive)

Which pump pumps water? Which device sucks dust?

A device that squeezes juice?

A device that brews coffee?



The game "Where did you come from?"

Form adjectives from nouns.

Paper-Paper

Grape – grape

Tree–.....

Lemon–.....

Glass-.....

Clay-....

Rubber-...

Mushroom-...

Fur-...

The game "Dancing Objects".

Form verbs from nouns.

Run – run

Glue – glue

Frost-...

Light-...

Jump-...

Love-...

In conclusion, it should be noted that from the point of view of the communicative approach to word formation, when studying this topic, the focus is not on the word-formation formant and not even on the word-formation model, but on the derived word as a component of the utterance and the text. Game technologies are effective because they stimulate social activity, cognitive and creative sphere, search and research activities, and form key competencies of non-philology students.

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