FEATURES OF STUDYING THE WORD-FORMATION NEST IN A SCHOOL WITH A NON-RUSSIAN LANGUAGE OF INSTRUCTION

Botirov Adham Abdumannonovich

Lecturer of the Department of Russian Language and Literature Kokand State Pedagogical Institute Uzbekistan, Kokand

A R T I C L E I N F O.	**Annotation**
Keywords: word formation, complex units, word-formation nest, word-formation pair, word nest, source word, word-formation paradigm, word-formation chain.	In the article, the author examines the features of studying the word formation of the modern Russian language in a school with a non-Russian language of instruction. The complex units of the Russian language are defined. The features of studying the word-formation nests of the Russian language in the national school are described. A number of exercises aimed at the development of both oral and written speech of students in the study of word-formation nests are given.

The science of Russian word formation was formed in the second half of the XIX century. Representatives of four scientific schools played a decisive role in the formation: the Moscow Linguistic School of F.F. Fortunatov, the Kharkov Linguistic School of A.A. Potebni, the Kazan and St. Petersburg linguistic schools associated with the name of I.A. Baudouin de Courtenay.

Currently, much attention in our country is paid to the study of foreign languages. When learning a foreign language, including Russian, you need to pay attention to the vocabulary of this language, which is the main criterion in language acquisition, as well as how and with what units, this or that word is formed. In linguistics, the process of word formation is called word formation. Our task is to consider the units of word formation on the example of the word-formation nest of the Russian language [1].

The simplest unit of the word formation system in the Russian language is a derivative word (derivative). Derivative – from Lat. Derivatum – "derivative". Derivatology is a branch of linguistics that studies word–formation relations in a language. Being the science of creating new names as motivated one-word signs of a language, word formation can be considered as part of onomasiology. It studies derived words in dynamic and static aspects. The remaining units of the word-formation system (word-formation pair, word-formation chain, word-formation paradigm, word-formation nest) are called complex, since they consist of two or more words.

A word–formation pair is a complex unit that consists of a generating base and a derived word. They can be formed as follows:

Suffixal (играть → игрок);

Adding the basics (черно-белый);

Kielce: Laboratorium Wiedzy Artur Borcuch

LABORATORIUM WIEDZY
Artur Borcuch

Prefixed (читать → прочитать) и т.д.

In the system of Russian word formation, the word-formation chain occupies an important place. It belongs to the complex units of this system and consists of simple units of the language, i.e. word-formation pairs, acting as their totality. A word–formation chain is a series of single-root words connected by relations of sequential derivation, i.e. single-root words in a word-formation chain are arranged in such a way that each previous one is generating for each subsequent one.

Among the complex units of word formation, word-formation nests occupy a special place [2]. They play an important role in teaching Russian to students of national groups. The study of the word-forming nest helps in the systematic organization of word formation. What is a word-formation nest?

1. The nest of a word is a collection of single–root words. The words included in the nest are combined in meaning. An external indicator of the semantic community of related words is the root. It acts in the nest as a carrier of general meaning.

A word–formation nest is a type of grouping of words (microsystems) at the level of word formation. "Word-forming nests are synchronous structural and semantic microsystems of single-root words, the relations between which are reduced to correlation." In a word-formation nest, a word-formation pair is considered the smallest unit.

The basis of the word–formation nest is the vertex (the original word), it is non-derivative. In a word-formation nest, connections go from the original word to other components of the nest.

For example: beautiful – beautiful, ugly, beauty, and beauty, pretty, handsome, beautiful, beautiful, and beautiful.

The structure of the word-formation nest:

a) the basis, the apex of the word-formation (motivating member of the nest);

b) Other members of the word-formation nest (motivated components). They are semantically connected with the top of the word-formation nest.

2. Familiarization of students with the word-formation nests of the Russian language

1) is the most important source of replenishment of the vocabulary of students;

2) develops a flair for the word, for its composition, the linguistic flair of students for phenomena, patterns of language in general;

3) increases the speech culture of students of non-Russian schools;

4) Increases spelling literacy, as word formation is closely related to spelling.

As A.N.Tikhonov points out, "many spelling rules are directly based on word formation" [3].

In modern Russian word formation, micro- and macro-nests are distinguished. Micro–nests are word-forming nests in which one or two derivatives are distinguished from one vertex (i.e., the first non-derived word); macro-nests can number thousands of derivatives [4].

3. Unfortunately, the question of word-formation nests does not find a place in school. Secondary school students only incidentally encounter the concept of "related or single-root words" in connection with the repetition of the composition of the word. Since students are given some concepts about the ways of word formation, about correlative words in word formation, it is necessary to strengthen the work on composing a word-formation nest, using the most common nouns, adjectives, verbs and other parts of speech as the source words of the nest, to use minimum dictionaries for this purpose.

4. It is also necessary to consider the question of the word-formation nest, which is not highlighted in the program and textbooks for students in a non-Russian language of instruction. However, textbooks

Kielce: Laboratorium Wiedzy Artur Borcuch

and the program provide for the study of the word formation section of significant parts of speech, which is considered when studying the topic "Word composition and word formation". Although nouns, adjectives, numerals, pronouns, verbs and adverbs are the initial ones in the word-formation nest, but there is no system of exercises. It was possible to give several tasks for composing a word-formation nest. The teacher can use the "School word-formation dictionary" by A.N. Tikhonov.

5. Exercises on the word-formation nest can be varied. Here are some examples of tasks:

1) identify the root in these single-root words, indicate their ways of formation and reveal the meaning of morphemes:

a) door (дверь) – the door (дверка), door (дверца), door (дверной); gold (золото) – goldie (золотко), goldie (золотце), gold (золотишко), golden (золотой), golden (золотистый), gilding (золотить), gild (позолотить);

b) suck – sucker (сосать – сосун), suck (всосать), suction (всасывать), suck it out (высосать), suck it up (дососать), suck (засосать), suck (обсосать), suck it off (отсосать), suck (пососать), sucking (посасывать) [5];

c) new (новый) – brand new (новенький), new (ново), news (новость), novelty (новизна), new (новинка), innovation (новшество), beginner (новичок), again (вновь), again (заново), anew (наново), again (снова), again (сызнова);

2) to find the same root words to these words (house, yard, wall …);

3) emphasize alternating consonants in these pairs: book – book (книга – книжка), road – road (дорога – дорожный);

4) find the producing base;

5) Write out from the "School word-formation dictionary" word-formation gnzda with the original noun, adjective, verb and other parts of speech [6].

6) In order to develop students' speech, working with word-forming nests is very fruitful, as it enriches the vocabulary of students. For comfortable work in the learning process, one necessary component is the introduction of innovative educational and interactive technologies. They help the teacher to present the studied material more vividly and clearly [7]. The key feature of the introduction of interactive methodology is that it helps free communication and interaction in the educational process. The peculiarity of the "interaction" method is that it is a "discovery process", the essence of which is to master students' learning skills through interaction.

The most successful training can take place precisely in the process of interaction. They believe that these way foreign students learn faster and remember better what they learned during the discussion. This happens for the following reasons:

➢ students not only receive information, they are also forced to give a logical explanation of why their path to a solution and the solution itself is correct or at least the best of the available options;

➢ students study ideas more deeply, because they know that illogically constructed conclusions will be challenged;

➢ Students use their own and other people's experience while solving a problem. Such a general fund of knowledge is greater than the knowledge of any individual student;

➢ A teacher can also learn by learning something new from students.

Russian Russian Russian Russian language teaching Long-term experience in the classroom with a non-Russian language of instruction indicates the need for regular and systematic work in Russian language lessons in the study of Russian word formation, on the assimilation of the word-formation system of the

Russian language, taking into account the peculiarities of the native language of students. This fact requires additional efforts from the teacher and the use of such techniques as comparing and comparing the word formation of the Russian language with the word formation of the native language, as well as the features of composing a word-formation nest.

Литература:

1. Кахарова, Н. Н. (2016). О комплексных единицах русского словообразования. In Молодежь и наука: реальность и будущее (pp. 264-265).

2. Кахарова, Н. Н. (2022). Морфонологические Явления В Отглагольных Словообразовательных Цепочках Современного Русского Языка. Central Asian Journal of Literature, Philosophy and Culture, 3(11), 141-150.

3. Тихонов А.Н. Школьный словообразовательный словарь русского языка. М.: 1978.

4. Кахарова, Н. Н. (2016). К проблеме идентификации комплексных единиц русского словообразования. In Молодежь и наука: реальность и будущее (pp. 262-263).

5. Попова, Е. И. (2018). Транспозиционные возможности употребления форм будущего времени. Интернаука, 12, 57.

6. Kakharova, N. N. (2022). Verb Prefixes in Russian Language. International Journal of Social Science Research and Review, 5(8), 170-174.

7. Мирзаюнусова, З. И. (2021). Использование инновационных технологий при обучении русскому языку учеников-инофонов. In Система непрерывного филологического образования: школа–колледж–вуз. Современные подходы к преподаванию дисциплин филологического цикла в условиях полилингвального образования (pp. 58-60).

8. «Русская грамматика» // Москва: «Наука» - 1980. – Том I.