

### Application of Didactic Material in the Study of Morphemics and Word Formation in a School with a Non-Russian Language of Instruction

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#### ABSTRACT

*In this article, the author examines the features of the application of didactic forms of teaching in the study of sections of the modern Russian language. Studying morphemics and word formation in a school with a non-Russian language of instruction is quite a difficult job, since the Russian language is rich in affixes. The author tried to show by examples the need to introduce the methodology of didactic material into the educational process.*

When learning Russian as a foreign language in a school with a non-Russian language of instruction, students face a number of problems that need to be solved by the teacher. Foreign-speaking schoolchildren do not have the skills and abilities to quickly parse words, phrases and sentences. However, it is necessary to start working with a word from its composition, which is very difficult for students who do not know how to distinguish its constituent parts (morphemes) in a word: the basis and ending, root, prefixes and suffixes, without which it is impossible to study parts of speech, assimilation of many spelling rules, understanding the meanings of most words, conscious study of grammar.

The work on studying the composition of the word is carried out at the initial stage of language learning and becomes more complicated as students move from class to class. And in the further study of morphemics, we should be able to smoothly move on to the study of the next section "Word Formation". In linguistic science, the term word formation itself is ambiguous. It is customary to call them different linguistic phenomena. Word formation is understood primarily as the process of creating new words based on existing language units [1]. When studying this section, it is necessary to give information about what place it occupies in the general system of grammar work, what is the sequence of familiarization of students with the significant parts of the word (root, prefix, suffix and ending). It is also necessary to consider the interaction of the composition of the word and the ways of their formation.

The study of the composition of a word and word formation is a long process, not limited only by the time of passage of the corresponding section of the program, within the framework of one class. This work should be carried out simultaneously with the passage of changeable parts of speech. In addition to the ability to distinguish significant parts in a word, students should learn how to select words of the same root.

In all classes, it is necessary to adhere to a certain system in the selection of material for the analysis of the composition of the word and to follow the sequence in the transition from elementary cases to more complex ones: first, to parse, take words consisting only of the base and an easily distinguished ending (*стран-а, трав-а*), and then – words consisting of a base, in which the root and prefix are easily distinguished (*вы-ход, перевод*), then – words with a base of the root and suffix (*дом-ик, стар-ик, уз-к-ий*) etc.

One should not avoid analyzing the composition of words with two or more suffixes or prefixes, but, of course, words with an unclouded etymology. From this point of view, a word consisting only of a prefix and a root (for example, *прием*), it often turns out to be much more difficult to isolate significant parts in it than a word with several morphemes (*пере-пис-ыва-ть, от-дел-ка, по-раз-брос-ать, с-крепл-енн-ый*). For the correct allocation of the basis in the word, the ability of students to change the form of the word (case, number, gender, person, etc.) is of exceptional importance. Only by comparing the word in this form with its other forms, students will be able to accurately identify the common part in them, which is the basis. This technique of selecting the base also applies to cases when the base is equal to the root, as in words like edge, treasure, etc.

However, in a foreign-language audience, students often make mistakes when parsing a word morphemically. In the methodology, a number of typical mistakes of students can be identified when analyzing the composition of a word, especially at first, are the following:

- a) attribution of formative suffixes (past tense suffix *-л*, etc.) to the category of endings;
- б) the allocation as suffixes or prefixes of parts of words that are not morphemes, but in their sound composition coincide with a particular morpheme. Their purely external similarity leads schoolchildren to a false analogy. On the other hand, the similarity of related words is caught by younger schoolchildren rather than their differences. These are cases such as erroneous allocation by students of the prefix *про-* in the word *sheet*, in the word *half* of the prefix *по-*, in the word *clay* of the suffix *-ин-*, etc.;
- в) unjustified splitting of one suffix into two morphemes and then erroneous attribution of one part of this suffix to the ending (when in the word *крас-иль-щ-ик*, for example, the last two sounds of the *ir* are taken by the student as ending).

At the next stage, students should learn to distinguish its constituent parts – the root, prefixes and suffixes.

As experience shows, when studying the composition of a word, the greatest difficulty for students is the allocation of the root, in connection with which it is necessary to pay special attention to this side.

When students perform root extraction exercises, it is necessary to prevent the possibility of making mistakes in such cases when the equally sounding roots of two different words are taken for the same root, while there is nothing in common between these roots either in meaning or in the ability to form new words. So, for example, in the words *год-н-ый, год-ов-ой* it is as if the same root *год-*, however, this similarity is only external, here the roots are different.

In order to relieve the burden on students and organize more free learning in such cases, the teacher is assisted by didactic and interactive learning technologies. The introduction of didactic technologies into the educational process facilitates the work of the teacher [2]. When studying

the topic "Word formation", the following types of work can be used:

exercises of the type:

- a) find the root of a given word and specify its meaning;
- b) form a series of words with a given root;
- c) enter these words into sentences;
- d) prove that some words with roots similar in their sound composition are still not words of the same root: *поднос – переносица, засыпать (яму) – засыпать (беспробудно) – words with different roots;*
- e) find a common root in a number of single-root words;
- f) show by examples how complex words are formed, etc.

The unmistakable allocation of the root in a word is facilitated by the ability of students to select groups of similar (related) words, but related to different parts of speech (see - *видеть*, prominent - *видный*, kind - *вид*, visible - *видно*; old - *старый*, old age - *старость*, old - *стареть*, etc.) [3].

It is also necessary to pay attention to the fact that the alternation of vowels and consonants at the base of a word is often associated with the formation of certain grammatical forms, for example:

when forming a comparative degree, adjectives often alternate: *г — ж (строгий — строже), т — ч (крутой — круче), х — ш (тихий — тише), д — ж (молодой — моложе), ст — ц (простой — проще), з — ж (узкий — уже), к — ч (резкий — резче);*

in the formation of personal verb forms: *г — ж (бегу — бежишь), ч — т (кручу — крутить), ж — д (брожу — бродишь), ж — з (вожу — возишь), к — ч (пеку — печешь) и т.д;*

In the formation of perfect and imperfect verbs, verbs with the meaning of singleness and multiplicity: *о — а (коснуться — касаться).*

In connection with the work on the selection of prefixes in the word, you can use exercises of this kind:

- a) to select prefixes in these words (*сделать, приехать, перепрыгнуть, заделать*);
- b) find words with prefixes in this text;
- c) from this text, write out words with the same prefixes in groups;
- d) select words in pairs, which include prefixes with alternating vowels (*растисаться— роспись*).

When selecting suffixes, the teacher should be guided by the fact that all suffixes cannot be studied at school, Therefore it is necessary to focus primarily on those of them that are relatively easier to distinguish in the word (*-чик, -щик: рассказчик барабанищик; -ое-, -ев-: столовый, вишневый др.*) and knowledge of which is necessary for spelling (*-ан-, -ян – в прилагательных -ик, -ек – в существительных и т. п.*) [4].

In order to summarize what has been passed, it is necessary to conduct several lessons in which students would make a complete analysis of the composition of the word.

As a conclusion, it can be noted that correctly selected didactic games and organized in accordance with the content of the topic being studied in Russian lessons, encourage children to think independently, arouse interest in learning the language. And interest in reading is the key to mastering knowledge.

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