PECULIARITIES OF CONDUCTING WORD FORMATION AND MORPHEME ANALYSIS IN THE RUSSIAN CLASSES AS A NATIVE (NON-NATIVE) LANGUAGE

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Obviously, the implementation of word-formation and morphemic analyzes in the Russian language classes is a necessary condition for a correct understanding of the word-formation structure of the Russian word and the word-formation system of the Russian language in general. Morphemic and word-formation analysis are closely related, but they are not absolutely identical. They are different both in purpose and in objects. In morphemic analysis, the object can be both derivative and non-derivative, since the purpose of this analysis is to identify the morphemic structure of a word, while the object of word-formation analysis can only be derivative words, since the goal of word-formation analysis is to identify the word-formation structure of a word, thus, to establish relations of derivation between derivative and deriving words. Elements of both types of analysis should be introduced at the initial stage of learning the Russian language in order for students to develop the ability to see and understand the structure of the Russian word sand within years to learn "the patterns of the word-formation system of the Russian language, not only on the example of the analysis of individual lexical units, but also in the study of lexical and grammatical categories of words of different parts of speech" [Kozlova (electronic resource)]. In our perspective, this approach to the study of the Russian language word-formation system is the most effective one. Firstly, when studying word formation of a certain part of speech, students not only learn word-formation models that are productive in the modern Russian language, but also "get acquainted with the basic word-formation meanings, which means they approach the

understanding of the concept of word-formation type. This is not only the origin of the prevention of speech errors associated with deviations from the norms of Russian word production, but also properly organized exercises in the morphemic analysis of words and word formation develop the habit of thinking about the content of the word and correlating the content with the form, which is a necessary condition for the successful development of students' spelling vigilance" [The same resource].

Secondly, each part of speech has its own set of affixes that determine its grammatical properties. Thus, the student learns to see the close connections between word formation and morphology of the modern Russian language.

Textbooks on Russian as a foreign language do not contain any exercises aimed at performing elements of word-formation analysis. Exercises of this type would encourage students to clarify the lexical meaning of words, contribute to their awareness of the semantic and structural relationships between related words. As a result of performing such exercises, a skill is developed to correlate single-root and single-structured words, thus establishing systemic connections between them. For example, *Determine what word these words are formed from? (plavatel'nyj, kartofel'nyj, etc.)*

The criteria for selecting derived words for morphemic and word-formation analysis are extremely important. Such criteria may include the following:

1) transparency and comprehensibility of the morphemic and derivational structure of the words proposed for analysis. For example, words like *lentochka, zvezdochka, shapochka, lodochka, bulochka,*

etc., cannot be given in the same row for analysis or observation; *stul'chik, ogurchik, zajchik*, since they are similar in phonemic composition, but differ in morphemic and word-formation structures *(zayac - zajch-ik, stul - stul'-chik, etc.)*. Such examples require a separate description and explanation of their morphemic and word-formation structures. And in a number of words that have undergone the process of simplification, not modern, but etymological (and often erroneous) segmentation into morphemes *(gromkij, medved', podushka, zabyt', prelestnyj, etc.)* is restored or the homonymy of meanings is not taken into account *(cf. nosik (chajnika), strelki (chasov), kon'ki (figurnye), etc.)*;

2) transparency and comprehensibility of the lexical meaning of words. This criterion is "a means of enriching and clarifying the vocabulary of students, contributes to the structural and semantic motivation of unfamiliar derivative words, and finally, prevents numerous inaccuracies in highlighting parts of a word;

3) the formation of spelling skills and spelling vigilance of students on the material of the examples proposed in the exercises [Demidova, Martynenko 2017; Ibragimova, Madieva 2016; Gamzaeva 2013];

4) formation of the concept of materially expressed and zero morphemes;

5) replenishment of the active and passive vocabulary of students for better communication in Russian. Thus, morphemic analysis should have a structural-semantic character and especially when combining the traditional content of morphemic analysis with elements of word-formation analysis. Such elements of the analysis of the word-formation structure of a derived unit are the clarification of the original (producing) word, the disclosure of the lexical meaning of a motivated word by referring to the motivating one, the definition of a word-formation tool involved in the production of the analyzed word, etc. As you know, the main principle of morphemic analysis is the comparison, selection of single-structural and single-root words. "The endings (inflections) are distinguished by inflection. Root morphemes - when comparing cognate (related) words. The selection of prefixes and suffixes (as well as postfixes, interfixes) is carried out on the basis of a comparison of single-structural words, that is, words containing the same affixal morphemes as in the analyzed word" [Kozlova (electronic resource)].

There are two points of view on the sequence in which morphemic analysis should be carried out. The method proposed by N.M. Shansky proceeds from the sequential cutting off of morphemes - the ending, suffixes, prefixes, and, last but not least, the root are distinguished. Another point of view is based on the fact that the root as a carrier of real meaning, which determines the lexical meaning of the word, should be highlighted first. From our point of view, both methods of word division are acceptable, but for structurally simple words, for words with a transparent derivational structure like *prishkol'nyj, domik, nishcheta, prohodnoj, perebezhchik, etc.*

For words with a complex or ambiguous word-formation structure, characterized by a combination of several morphonological processes, the described methods are not applicable. In more complex cases like *soyuznicheskij, plavatel'nyj, primor'e,* "morphemic analysis should be based on the results of word-formation analysis" [Kozlova (electronic resource)]. It is especially important to restore a consistent word-building chain for words that contain two or more word-building affixes. For example, *soyuzniche-sk-ij ← soyuzn-ik ← soyuz-n-yj ← soyuz; lekarstv-enn-yj ← lekar-stv-o ← lek-ar' ← lech-i-t', etc.*

This article proposes the development of a Russian class on the topic: "Word-building analysis of the word", intended for university students studying in the areas of education 5120100 - Philology and teaching languages (Russian language), 5111300 (Native language and literature (by languages)), as well as for those who study Russian as a foreign language.

The proposed exercises are designed to make up for those shortcomings of school textbooks that lead students to make mistakes when performing word-formation and morphemic analyzes.
Lesson outline.
LESSON OBJECTIVES:
- educational: to teach to make a morphemic and word-formation analysis of the Russian word;
- developing: to develop the ability to correctly use derived words in speech, correctly understand the meaning of suffixes and prefixes;
- educational: to instill love and respect for the Russian language.

EQUIPMENT: educational and methodological complex, multimedia projector, handouts, cards with individual tasks, Russian language textbook.
THE LESSON PROCESS
I. **Organizational moment.** Greeting, announcement of the topic and purpose of the lesson.
II. **Main part.**
Checking homework.

Before starting to explain a new topic, the teacher asks several questions, the answers to which the students had to prepare at home based on the knowledge gained in the school Russian language course:

1. What is word formation? What is the object of study in word formation? (The teacher grabs attention of students on the fact that the object of study in word formation is precisely derivative words)

2. What is a morpheme? Suffix? Console? Root? Inflection?

3. What is a derivative and generating bases?

4. Name the ways of Russian word formation, give examples.

5. Describe the processes that quite often accompany the formation of a new word in Russian - alternation, shifting of stress, truncation of the generating stem. Then the teacher moves on to a new topic, saying that the purpose of the word-formation analysis of a word is to find the generating word, the affix with which the given word is formed and to identify those processes that most often accompany the formation of a new word (alternation, stress shift, truncation), that is revealing the relations of productivity between the derivative and the producer.

III. Explanation of the new topic T
The order of word-formation parsing.

- Put the word in the initial form.
- Determine from which word the given word is formed.
- Highlight the suffix or prefix, as well as any other means by which the given word is formed (connective vowel, stems in word formation)
- Determine how the word is formed.
- Determine the meaning of the suffix or prefix with which the given word is formed.

An example of word-formation parsing.
Tadzhichka
- *tadzhichka*
- *tadzhik*
- *tadzhich-K-a* (suffix)
- suffixal approach
- suffix -к- means "female person" Further, the teacher gives tasks for practicing each of the actions of word-formation analysis separately as a repetition, since this material was previously studied at school to a certain extent.

IV.   Fixing a new topic.

Exercise. Which of these words are formed by prefixes? Pay attention to what part of speech the derivative and the derivative formed in the prefixal approach belong to.

Pobeg, pobezhat', pobelit', pobelka, poberezh'e, pobrit', povarenok.

Exercise. Select derivative words formed in a suffixal way.

Izmenyaemost', izgibistyj, okamenet', zhuchok, futlyarchik, dozhdichek, plat'ice, uklonchivyj, ugovor, postrojka, uslozhnyat', syr'e, oledenelyj, oledenet', dosyta, zimoj (nar.), vyklyuchatel', priozernyj, nagotove, sozvonit'sya.

Exercise. Select derivative words formed by the prefix-suffix method.

Podokonnik, pokrasnenie, prigorod, vplotnuyu, zaokeanskij, ozelenit', ozelenenie, vglub', nabok, poptich'i, razumno, nadomnik, sobesednik, nepobedimyj, nadpalubnyj, oblokotit'sya.

Exercise. Determine the type of affixal way of word formation.

Obezvredit', sovremennost', ul'trasovremennyj, vspyl'chivo, vtorzhenie, voj, perevyazochnyj, razryhlitel', oshejnik, stolyarnichat', postoronit'sya, postaromu, zaoblachnyj, nanyryat'sya, lezhbishche, pomedvezh'i, kuplya, progovorit'sya, vchetverom, bezus

Exercise. Find the odd word and explain your answer:

Popugajnichat', skromnichat', lentyajnichat'. (An extra word to be modest. In the verb to be modest, a suffix is singled out -icha - (skromn-yj > skromn-icha-t'). In other words – suffix – nicha -. For example: lentyaj > lentyaj-nicha-t'.

Exercise. Restore the words that in the word-formation series were between the original and the received word according to the model:

Lesochek – les; lesochek – lesok – les. Boleznennost' – bol', pokrasnet' – krasnyj.

Exercise. Expand the word-building chain according to the model:

Krasnovaten'kij – krasnovatyj – krasnyj.

Preskuchnyj, soyuznicheskij, peresolennyj, sverhgotovnost', nenauchnyj, beschelovechnyj.

Exercise. Find the generator, try to determine the meaning of the suffix with which these words are formed.

Slonik, slonenok, uzbechka, sekretarsha, pisatel', proyavitel', perevodchik, novizna.

Exercise. Perform a word-formation analysis of these words, then disassemble them by composition, based on the knowledge of the word-formation structure of these words.

CHelovecheskij, odinochestvo, prishkol'nyj, pokrasnet', bezzabotnyj, perepischik.

V. Generalization.

Fulfillment of the objectives of the lesson, repetition of basic concepts. Lesson results. Grading students.

VI. Homework.

Work with text. Read the text, formulate its main idea, make a word-formation analysis of the words highlighted in the text.

Teacher addresses: Your task is to formulate and comment on the problem posed by the author of the text (avoid excessive quoting). Formulate the position of the author, name the language means by which the sound of the problem is enhanced. Explain why you agree or disagree with the author of the text you read. Justify your answer based on life or reading experience. Remember that one of the arguments is an expression of one's own position. Using the Internet, select an epigraph to the given text. Your task is to create your own speech product in a compositionally and grammatically organic way.

Text.

Nashi razgovory o nravstvennosti chasto nosyat slishkom obshchij harakter. A nravstvennost' sostoit iz konkretnyh veshchej – iz opredelennyh chuvstv, svojstv, ponyatij.

Odnogo iz takih chuvstv – chuvstvo miloserdiya. Termin dlya bol'shinstva staromodnyj, nepopulyarnyj segodnya i dazhe kak budto ottorgnutyj nashej zhizn'yu. Nechto svojstvennoe lish' prezhnim vremenam. «Sestra miloserdiya», «brat miloserdiya» – dazhe slovar' daet ih kak «ustar.», to est' ustarevshie ponyatiya.

Slova stareyut ne sluchajno. Miloserdie. CHto ono – ne modno? Ne nuzhno?

Iz"yat' miloserdie – znachit lishit' cheloveka odnogo iz vazhnejshih proyavlenij nravstvennosti. Drevnee eto neobhodimoe chuvstvo svojstvenno vsemu zhivotnomu soobshchestvu: milost' k poverzhennym i postradavshim. Kak zhe poluchilos', chto chuvstvo eto v nas ubylo, zaglohlo, okazalos' zapushchennym? Mne mogut vozrazit', privedya nemalo primerov trogatel'noj otzyvchivosti, soboleznovaniya, istinnogo miloserdiya. Primery, oni est', i tem ne menee my oshchushchaem, i davno uzhe, otliv miloserdiya iz nashej zhizni. Esli by mozhno bylo proizvesti sociologicheskoe izmerenie etogo chuvstva…

…Uveren, chto chelovek rozhdaetsya so sposobnost'yu otklikat'sya na chuzhuyu bol'. Dumayu, chto eto chuvstvo vrozhdennoe, dannoe nam vmeste s instinktami, s dushoj. No esli eto chuvstvo ne upotreblyaetsya, ono slabeet i atrofiruetsya… (D. Granin)

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