FORMATION AND SYSTEMATIC DEVELOPMENT OF MORPHOLOGICAL COMPETENCE IN STUDENTS WHEN TEACHING THEIR NATIVE LANGUAGE

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Abstract: Planning of primary education results fully covers all academic subjects, including the Russian language. Morphology refers to the sections of the Russian language traditionally studied in elementary school. Therefore, it would seem that the issues of the content and methodology of studying this section are not relevant.

Currently, primary school teachers are forced to plan the final results of students' activities in the morphology of the Russian language and develop the morphological competence of students, this, in my opinion, will help not only to constantly keep in view the ultimate goal of teaching morphology, but also to qualitatively increase the level of mastering by students of many grammatical categories and concepts.

Competence is an area of issues in which someone is knowledgeable

Another competence is interpreted as,

- the ability to apply knowledge, skills, and successfully act on the basis of practical experience in solving general tasks, also in a certain broad area.

The competence area is the set of knowledge and skills of a person or organization that they perform at a high, competitive level.

The following concept:

Morphology is a branch of linguistics, the main object of which are the words of natural languages, their significant parts and morphological features. The tasks of morphology, therefore, include the definition of a word as a special linguistic object and the description of its internal structure [1,2,3,4,5,6,7,8,9,10,11,12,13].

Morphology (from other Greek. μορφή — "form" and λόγος — "word, teaching").

Morphology, according to the prevailing understanding of its tasks in modern linguistics, describes not only the formal properties of words and their morphemes (sound composition, sequence order, etc.), but also those grammatical meanings that are expressed inside the word (or "morphological meanings").

Based on the above concepts of "competence" and "morphology", we can formulate a general concept of morphological competence:

Morphological competence is the ability to apply the knowledge and skills acquired in morphology, included in the grammar section and forming part of the language system that unites words as carriers of grammatical meanings, their grammatical classes, the laws of their existence and formation in a wide area [14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32].

Before we find out how morphological competence is formed, let's get acquainted with the concept of "Formation".

Formation is the conscious management of the process of human development or individual aspects of personality, qualities and character properties and bringing them to the intended form (level, image, idea).

Russian Russian language lessons Form morphological competence of younger schoolchildren - a conscious process of developing knowledge and skills in morphology with the help of special morphological exercises, which have their own purpose: students' awareness of the morphological structure of the Russian language.

Methods of teaching morphology in primary school. The tasks of morphology include the study of the basic concepts of grammar (grammatical form, grammatical category, grammatical meaning), the distribution of words by parts of speech, and within parts of speech – by semantic and grammatical categories, consideration of grammatical categories and the formation of individual parts of speech, as well as the main cases of the use of grammatical forms in context [33,34,35,36,37,38,39,40,41,42,43,44,45,46,47].

There is a special technique for the formation of morphological competence:

Morphology methodology is a section of grammar methodology that examines the processes of students' assimilation of grammatical concepts and patterns in the study of parts of speech, ways to develop practical skills in the use of parts of speech, the formation and use of forms of declension, conjugation, etc., typical difficulties and errors that arise, their frequency, causes and ways to eliminate them.

The peculiarities of the methodology of studying morphology are determined by the goals of its study. The cognitive purpose of studying morphology is the assimilation of basic morphological concepts. The practical goals of studying morphology are to form morphological skills, the main of which is to distinguish parts of speech and make morphological analysis [48,49].

The following principles of its study follow from the specifics of morphology:

1. lexico-grammatical – comparison of the lexical meaning of a particular word and the general semantic meaning of a word as a part of speech, (for example, running around: the lexical meaning of "rapid movement of people on their feet in different directions" and the general semantic meaning of "action in the form of a noun");

2. paradigmatic – comparison of indirect forms and the original form of the word;

3. morphological-syntactic – comparison of a word as a member of a sentence and a part of speech.

For the formation of educational and language skills, specific methods have been developed, called exercises in Russian science.

Morphological exercises consolidate the knowledge gained by children in morphology, and serve as the basis for the formation of both spelling and punctuation skills. For this purpose, the following exercises are used:

1. morphological analysis;
2. full or partial morphological analysis of the word;
3. word formation, statement of the word in the specified form;
4. construction of phrases and sentences with a certain part of speech;
5. finding a part of speech in a sentence, in the text;
6. word formation of parts of speech.
7. identification of a part of speech, a particular category of this part of speech;
8. the selection of words of a particular part of speech, a particular category of a part of speech;

9. grouping of words by parts of speech, their categories;

10. making a paradigm of the word;

11. differentiation of homonymous words related to different parts of speech;

12. drawing up tables and filling out ready-made tables with these examples;

13. observations on the text-forming function of parts of speech;

14. observations on the functioning of parts of speech in texts of different styles;

15. observations of syntactic relationships between parts of speech in the sentence structure.

The program for primary classes does not provide for special familiarization of students with the division of parts of speech into independent and service, but practically the teacher draws children's attention to the signs by which parts of speech are divided into these two groups. So, students will learn that the noun, adjective, verb, pronoun, adverb are always members of the sentence, and words such as preposition and conjunction are not members of the sentence.

One of the leading tasks of studying parts of speech is the development of oral and written speech of students, including enriching the vocabulary of children with new nouns, adjectives, verbs and developing the ability to accurately use words in coherent speech.

Work on morphological concepts continues while studying other topics. Additional tasks to the exercises of textbooks serve to consolidate knowledge and educational and language skills. If they are regularly performed, then students' knowledge is maintained at the right level.

The formation of the foundations of the study of morphology involves the development of students' imaginative and logical thinking.

In the course of morphology in elementary grades, parts of speech and their form change are studied.

The three largest topics - noun, adjective, verb – are presented in each of the I – IV classes. In the 1st grade, observations and grouping of words by meaning prevail: names of objects, signs, actions. In the 2nd grade, the concepts of "parts of speech" are introduced, some signs of parts of speech are reported, in the 3rd and 4th grades – declension of nouns, adjectives, conjugation of verbs, meanings of forms of parts of speech up to the meanings of cases, temporal and personal forms. According to the programs of in-depth study, moods, pronouns, adverbs of time, place, and mode of action are introduced.

This methodology includes:

The system of work on the topic "Noun"

For example, in grades I and II, the center is the assimilation of the signs of nouns as part of speech (what do they mean, what questions are answered, gender, change in numbers), in grades III – IV, the main place is given to work on the spelling of case endings.

The system of studying adjectives

In the first grade, students observe the lexical meaning of adjectives, learn to put questions to these words what? which one? which one? what?; in grade II, changes of adjectives by gender and numbers are studied depending on nouns, in grades III and IV – declension of adjectives and spelling of case endings.

The system of work on the topic "Verb"

In the first grade, the main task is to form the initial concept of the verb as a part of speech. In grade II, students observe the use of verbs in speech that answer the questions what to do? and what to do?, learn to correctly put a question to the word. In grades III and IV, work is being done on the

ability to recognize a verb, its tense, person and number, the ability to move from the temporary form to the initial (indefinite) and correctly name it, the ability to determine the conjugation of a verb by an indefinite form.

All morphological categories that students get acquainted with can be combined into a table:

Table No. 1 Morphological categories

Part of speech	Grammatical meaning	Morphological categories	
		permanent	variables
Noun name	object	genus	number, case
Adjective name	non-procedural attribute of the subject		gender, number, case, degree of comparison
Verb	process (action, state)	view	voice, mood, tense, person, number, gender (in the past tense and subjunctive mood)

Search for effective teaching methods and techniques for organizing work on the development of morphological categories of noun, adjective and verb by younger schoolchildren.

Junior schoolchildren will only reach a high level of morphological competence if they correctly solve educational and cognitive and educational-practical tasks, applying the knowledge gained in morphology. To achieve this goal, the teacher must comprehensively use the following most effective teaching methods in the educational process: 1) the method of language analysis, 2) the method of construction, 3) the visual method and 4) the method of exercises.

The essence of language analysis consists in splitting the studied whole into its component parts in order to deeply penetrate into the essence of linguistic phenomena. Morphological analysis as a type of language analysis allows you to determine which part of speech the word being analyzed belongs to, name it in its original form, designate permanent signs, determine its form, for example, gender, number, case of nouns. Analysis is organically linked to synthesis, but in language exercises it goes ahead of synthesis.

Synthesis is used for educational purposes as a language construction. The types of linguistic construction include, for example, the formation of noun forms, their declension, changing the forms of gender, number, case; the compilation of phrases and sentences with given noun forms, with or without prepositions.

A visual method. Various kinds of informative tables, diagrams, models have a great place in the morphology training system. The generalized information presented in them is most accessible to perception, is absorbed by students easier and faster. Visual memorization and conditional underlining are used in the lessons of fixing the spelling of nouns, colored crayons are also used to highlight the studied endings of nouns.

Teaching methods	Techniques

Language analysis method	– observation of the language; – grammatical analysis
Construction method	– vocabulary work; – working on phrases; – work on proposals; – logical work
Visual method	– use of conditional graphic images (diagrams, graphs, plans, etc.) – dynamic visual models (movies and TV movies, slides, cartoons, etc.)
Exercise method	– identification of a part of speech, one or another category of this part of speech; – selection of words of one or another part of speech, one or another category of part of speech; – statement of the word in the specified form; – making a paradigm of the word; – differentiation of homonymous words related to different parts of speech; – grouping of words by parts of speech, their categories; – compilation of tables and filling of ready-made tables with these examples; – full or partial morphological analysis of the word.

The method of exercises among practical methods is most effective. Its essence is that students perform multiple actions in applying the acquired educational material in practice and thus deepen their knowledge, develop skills and abilities, develop their thinking and creative abilities.

If the listed methods are used comprehensively in repetitive generalizing, fixing and control lessons on morphology, it is possible to increase the level of morphological competence in primary school students.

By performing special exercises, you can increase, systematize, knowledge on various morphological topics, therefore, you can talk about achieving all the planned results in morphology.

Conclusion. The analysis of the literature showed that the problem of the ability to organize work to achieve a high level of morphological competence in Russian language lessons remains relevant and many teachers are engaged in it. Currently, primary school teachers are forced to plan the final results of students' activities on the morphology of the Russian language, and this, in our opinion, will help not only to constantly keep in view the ultimate goal of teaching morphology, but also to qualitatively increase the level of mastering by students of many grammatical categories and concepts.

In the theoretical part of the study it was:

1) familiarity with the content and structure of the planned results of primary general education;
2) dictionary work was carried out with the concepts of the content line "Morphology";
3) the methodology of teaching morphology in primary classes is considered.

In the experimental part of the work, basic and advanced level tasks were used as the main methodological material for determining the level of mastering by younger schoolchildren of the morphological categories of the noun, adjective and verb of students. The results of the ascertaining stage of the experiment showed that the level of achievement of the planned results in the section "Morphology" is low. At the formative stage of the experiment, we identified teaching methods and techniques aimed at achieving a high level of morphological competence.

In the course of experimental research, we found out that the level of morphological competence will be high if such effective teaching methods as: the method of language analysis; the method of construction; the visual method; the method of exercises are used comprehensively in Russian lessons.

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