# LANGUAGE GAME TECHNIQUES IN THE PROCESS OF LEARNING WORD FORMATION AT SCHOOL AND UNIVERSITY

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## Abstract

The article discusses the principles and possibilities of introducing gaming training technologies into the practice of school and university education. The subject of the study is the formation and development of the word-formation component of the language competence of the individual, which involves addressing some important issues in the development of the derivational process by students. The problem of transferring formal linguistic knowledge to the mode of pragmatic-operational use is discussed. The idea is postulated that the sequence of word-creative training is determined by a complex of factors that contribute to the efficiency of the speaker's activity in the process of generation and perception of a derivative word. Such factors include mechanisms, methods, typical algorithms of word creation, the idiom of word-formation innovation, the orientation towards updating the semantics of the word, taking into account its motivational form and meaning, the ability to express the nominative need in a variable way, including in a playful way.

**Keywords**: derivation; language game; training; linguistic education.

## INTRODUCTION

The language game techniques proposed by the authors of this article can become the basis for the development of new technologies and methods for teaching word formation, taking into account psycholinguistic factors.

perception and processing of information. As the most productive, psycholinguistic methods of direct interpretation of a derivative word (including occasional and game), the method of game construction of a word according to a given motivational paraphrase, the creation of potential derivational nests from a given game stimulus, etc. are considered.

The fundamental strategy of modern linguistic education is the development of non-standard, creative thinking and the ability of students to constructively assimilate knowledge not so much at the level of purely formal logical rules (language canons), but on an associative, labile, dynamic one, which creates the possibility of a three-dimensional (panoramic) vision of linguistic facts and activity attitude to their interpretation (see, for example, A. A. Leontiev, L. V. Sakharny, Yu. N. Karaulov). In this case, the associative-verbal network of speakers should contain, on the one hand, the facts of linguistic automatism, which was preceded by a long process of systematic teaching of the Russian language at school, on the other hand, the corresponding reflexive reactions demonstrating non-standard (individual) connections between elements actualized in a particular speech act. language system and operational procedures for their development [10, p. 139].

Among the various parameters of the language competence of the individual, the word-formation component occupies a special place, reflecting the interconnectedness of the processes of receptive (analytical) and productive

(Speech of creative) activity. Such a dependence spontaneously manifests itself already at the stage of preschool ontogenesis, during the "self-learning" of the native language, when in search of the logic of the name, children "deduce" the meanings of words based on their morphemic composition and associative analogies with one-structural samples of already known words. Understanding how words are created, constitutes the operational basis of word-creative activity not only in the register of compensatory ("forced") creativity (when the child makes up for a lexical deficit), but also in the register of deliberate language play, conscious resistance to speech automatism [4, p. 8], which reveals the uniqueness of the child's personality in his word-creative representation (modeling the nominations that are relevant to him "according to his own patterns" [8]).

Psychologists especially emphasize the fact that in the process of becoming a creative personality, the subject's desire to "independently find resources <...> for solving a creative problem manifests itself. dachas. For a conscious <...> creator, a special act of self-consciousness is important - reflection, in which a person highlights his creative effort and one's creative position <…> as the main possibility of creation" [1, p. 8–10].

**Materials and methods**

Accordingly, in order to form and further stimulate this creative activity in the university and in school teaching of the Russian language, it is productive to use various types of training, including verbal creativity training, which is expressed in "... the ability to update and non-standard use of language tools, <...> to effectively implement language resources in

relation to the set communicative task" [5, With. 74].

Such an opportunity is provided by the use of various techniques of the language game as a special form of linguo-creative thinking, based on the ability to break and switch associative stereotypes of perception and the generation of verbal signs (when updating the parameters of the played, "recognizable" prototype in the game transform) [3]. The word-formation level of a language acts as one of the indicative resources of linguo-creative activity, showing the ability of speakers to flexibly operate derivational mechanisms in a wide range of nominative and communicative needs (cf. howl boom" in various discursive practices - advertising, media texts, colloquial speech, Internet communications, socio-political sphere, etc.).

At the same time, the study of the word-formation system of the language both in university and school programs reflects the predominantly formal approach that has developed within the framework of the traditional structural-semantic paradigm (with the identification of the main units of word formation: word-building types, nests, models, paradigms, word-building methods, word-building formants and other elements of the word-building level). At the same time, the mechanical features of the functioning of the word-formation system in real speech activity and the associative potential of units of the word-formation level, the possibility of realizing the creative function of the language based on word-formation motivated word. Meanwhile, the functional aspect of word formation is extremely important for understanding the specifics of communicative activity in various areas of communication. We are constantly confronted with variability word-building models when implemented in speech (cf. deviations from normative word-building stereotypes in live colloquial speech, in particular, in children's). When implementing the aesthetic function of language (for example, in a literary text), there is a conscious (directed lennaya) deautomatization of a linguistic sign, in particular, on the basis of non-usual derivational motivation. Without understanding

the activity mechanisms of the word-formation process, it is impossible to adequately perceive the semantic content of the derived word, including various kinds of innovations: "Reflection on the morphemic composition of the used word forms creates the prospect of constructing by analogy" [2, p. 112].

## Result and discussion

A special role in the study of word formation in this aspect is given to the study of the principles of a language game, which is based on a departure from the stereotype of constructing a word, which makes it possible to include in the learning process such factors of associative thinking as intuition, "sense of the system" and heuristics, which are a necessary component of language ability. . The following heuristic principles of the language game can be used as a methodological strategy for studying the word-formation system:

1) the principle of constructing a word based on standard and non-standard combinations of word-building means that are isolated in the words given by the conditions of the game (for example, to make a word in which the root, as in the adjective, is bearish, suffixes, as in the words polite and stupidity = bearishness); cf. riddles-jokes, widely spread in the field of children's folklore, built on the same principle: What happens when you combine a camel with a bear? - Vermicelli (read: Camel + bear \u003d Misha \u003d MICHEL). Deciphering the associative code of the riddle involves not a simple connection of words, but their formal transformation (truncation the word camel to a segment homonymous with the first part of the hidden noun, and the associative substitution of the word bear with the proper name Michel, homonymous with the second part of the hidden noun noun. The very possibility of such a playful (abbreviated) comprehension of the noun vermicelli is determined by the imitation of the structural model of the creation of abbreviated words (syllable + word) and the presence of consonant segments in the associated words;

2) the onomasiological principle of composing words on the basis of word-formation verbal paraphrase (for example, to sing a song consisting only of the words "tirlim-bom-bom" - tirlim-bom-bom);

3) the principle of describing the associative background of an occasional motivated word in comparison with the usual prototype (for example, wavefall waterfall, ordinary - extraordinary, lower - higher, antiadium - antidote);

A special type of language game at the word-formation level is the creation of artificial toponyms and names of inhabitants according to the variable models of their formation. Word creation of this kind, when set to create characterological proper names, reveals and develops the ability of speakers (children) to establish the evaluative potential of a word-formation model (with its non-standard lexical content), cf. experimental data demonstrating the possibility of forming an onom from an appellative with a characterological evaluative connotation.

The subjects (schoolchildren of grades 5–6) were asked to form the names of the city, street, country, inhabitants, continent from the word crow. The results of the experiment reveal the following trends in game modeling of the characterological orientation of the onom when using word-formation mechanisms: - names of cities: 1) use of typical structural models of names cities (urbanonyms) imitating the plausibility of the appearance of artificial neoplasms. The expression of the name is determined in such cases only by the evaluative connotations of the appellative basis (cf. Voronyansk, Voronaysk, Voroninsk, Voronburg); 2) the use of toponymic models with national flavor as a prototype.

The expressiveness of such names is due to the stylistic contrast of the appellative basis and the used usual component of the foreign toponymic model (New-Voronsk, San-Voronino); 3) the use of specific toponymic names as a prototype. The game effect of perception of the name is created by toponymic allusion (Voronzhilov, Voronsk-Uralsky, cf.:

Voroshilov, Kamensk-Uralsky, Severouralsk, etc.

## Conclusion

Thus, the principle of a language game as a deautomatization of the perception of a motivated word makes it possible to activate the creative abilities of students in the implementation of the word-formation mechanisms of the language system, to discover the possibilities of modeling the associative content definition of derivational neologisms. The application of the proposed training procedures for the development of word-creative competence of students should contribute to the transfer of formal linguistic knowledge into the mode of its pragmatic-operational use.

The language game, being one of the possible approaches to the study of word formation, at the same time turns out to be the preferred methodological factor in the analysis of the results of word formation telnogo process in the activity aspect, especially in identifying the experimental orientation of word-formation acts.

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