



FEATURES OF THE USE OF INFORMATION TECHNOLOGIES IN THE STUDY OF MORPHOLOGICAL PHENOMENA OF THE MODERN RUSSIAN LANGUAGE IN ORDER TO INCREASE THE COGNITIVE ACTIVITY OF FOREIGN LANGUAGE STUDENTS

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Annotation

This article discusses information technologies as a means of activating the cognitive activity of foreign students. The morphological phenomena of the modern Russian language and their types are described. The use of information technologies in language learning makes it possible to differentiate learning problems, taking into account the individual characteristics of foreign-speaking students, makes it possible to expand the range of ways of presenting educational information.

Keywords: morphology, information technology, morphological phenomena, truncation of bases, phoneme alternation, interfixation, stress displacement.

Currently, when reforms are underway in our country to study foreign languages for the younger generation, the active development of modern cognitive potential, intelligence, information and communication technologies by young people, in-depth study of modern professions [1].

Modern life makes adjustments to the methodology of language teaching. With the new paradigm of education, the teacher acts as an organizer of independent active cognitive activity of students, his professional skills should be aimed at diagnosing their activities.

The formation of new thinking is inextricably linked with the information space in which the student "lives", learns the surrounding reality in which he actively acts. An effective means of activating cognitive activity in the educational process is the use of information technologies [2].

The use of information technologies is possible in the study of any topic, in particular in the study of morphological phenomena.



Russian linguist N.S. Trubetsky is rightfully considered to be the creator of morphonology as an independent linguistic discipline. In his works of the late 1920s - early 1930s, the independence of morphonology was convincingly substantiated, its goals and objectives were formulated, and a description of the morphonological systems of the Polish and Russian languages was presented. N.S. Trubetsky the term "morphology" itself belongs (from "morphophonology") [3].

Morphology is a branch of language science that studies phonemes as part of morphemes. The problems of morphology have long been included in the introductory sections to morphology, although the term itself is relatively new. The corresponding problems were developed in ancient Indian grammar, in the Semitic grammatical tradition and, especially in detail, in Indo-European comparative-historical grammar. No scientific description of African languages can do without it, especially languages with an extensive morphological system of inflectional type [3].

The existence of morphology as a special level of the language system, different from phonology, is determined by the fact that some phenomena concerning the use and change of language sounds can be described without reference to information about the morphemic composition of words, while others cannot. The differentiation of the phenomena of the first and second type (as a rule, rather inconsistent) was presented in one form or another by ancient Indian grammarians, later, with the emergence of comparative historical linguistics, in the works of many Indo-Europeists of the XIX century, as well as representatives of the Kazan linguistic school – and A. Baudouin de Courtenay, N.V. Krushevsky, etc.

Morphology is a branch of linguistics that studies the relationship between phonology and morphology, i.e. the use of phonological means in inflection and word formation [5].

The basis of a motivating word can undergo morphological transformations in the structure of a motivated word - transformations of phonemic composition due to compatibility with certain morphemes that are part of the formant. Among the morphological transformations of the basis of the motivating word, linear and nonlinear transformations are distinguished.



Linear transformations include truncation or extension of the base due to some segment (phoneme or combination of phonemes) at the end of it or at its beginning; for example: *широк-уй* – *шир-ота* (truncation of the base due to the final combination of phonemes [ок]), *не-ть* – *нев-учий* (building up the base due to the final consonant [в]), *бездарн-ый* – *бездарь-ѳ* (truncation of the base due to the final consonant [н], being a suffixal morph) [6].

The nonlinear transformations of the basis include alternation and change of stress. A special place is occupied by the morphological phenomenon of combining morphs at the junction of the motivating basis and the formant. Morphological phenomena do not affect the semantic relations between the generating and derived words. They affect only the formal relations between them, changing their phonemic structure.

Types of morphological phenomena:

- truncation of the basics;
- phoneme alternation;
- interference;
- moving the stress.

The listed morphological phenomena are observed in the structure of derived words that are part of the complex units of Russian word formation. In modern Russian linguistics, such complex units as a word-formation pair, a word-formation chain, a word-formation paradigm, a word-formation nest are observed [7].

A word-formation pair is a complex unit that includes the generating base and the derived word itself. It represents a certain stage of word formation. Here, non-derivative words always act as the producers of the I stage, for example: *печь* → *вы-печь*.

According to A.N.Tikhonov, "the word-formation pair, being the minimum unit of the word-formation nest, consists of the generating and derived words" [8], for example: *стень* – *стенной*; *дорога* – *дорожный*.

The word-formation paradigm is the totality of all derivatives of one producer. It includes a set of derived words connected by coderivation relations, i.e. parallel derivation from a single producer.

For example: to read (чита(ть)) – reader (чита-тель) – reading (чит-ка) – reading (чит-ение).



Motivating (producing) a word can in turn be motivated (derived) in relation to another word. Such words make up a word-formation chain that expresses a number of single-root words that are in a relationship of consistent motivation (derivation) [7].

The word-formation chain is a constructive component of the word-formation nest.

A word-formation nest is a collection of words with an identical root, ordered in accordance with the relations of word-formation motivation [8]. The structure of nests is based on the principle of hierarchy, the principle of consistent subordination of some units by others. This is clearly reflected in the stepwise nature of Russian word formation.

For example:

двигать – дви-ну-ть – вы-двинуть – выдвиг-а-ть – выдвиг-ен(и) – выдвиген(-ен) – выдвиген-к-а (move – move – advance – advance – advance – nominee – nominee)

пере-двинуть – передвиг-а-ть – передвиж-н(ой) – передвижн-ик – передвижнич-еств-о (move – move – mobile – the wanderer)

по-двинуть – подвиг-а-ть – подвиж-н(ый) – не-подвижн(ый) – неподвижн-ость (move – move – movable – stationary – immobility) [4].

Word-formation nests, being the largest of the complex units of Russian synchronous word formation, are a complex structural and semantic whole that can act as an object of multidimensional linguistic research.

The use of new information technologies in traditional education makes it possible to differentiate the learning process taking into account the individual characteristics of students, enables a creatively working teacher to expand the range of ways of presenting educational information, allows for flexible management of the educational process, is socially significant and relevant.

The main advantages of using information technology in the educational process:

- allow you to diversify the forms of work, the activities of students;
- activate attention;
- increase the creative potential of the individual.

Information technologies intensify the learning process:

- increase the pace of the lesson;



- increase the share of independent work;
- allow you to check the assimilation of theory in all students;
- to deepen the degree of practicing practical skills and abilities;
- conduct differentiated work with each student.

The use of information technology is possible:

- when presenting new material;
- when fixing the stated material;
- in the control and verification system;
- for independent work of students;
- when conducting integrated classes using the project method;
- to train specific abilities of students.

The use of an interactive whiteboard in the learning process allows you to take into account the age and psychological characteristics of students, create a favorable psychological climate in the classroom, maintain children's interest in the subject, maintain conditions for students' self-expression. The use of an interactive whiteboard allows you to diversify the work in the classroom, apply the scientific organization of students' work, as well as use such an important element of learning as a game. Vivid images, impressive colors, limitless possibilities for imagination allow students to easily assimilate educational material in the form of a game [9].

Forms of working with an interactive whiteboard:

- working with text and images;
- creating notes using electronic ink;
- collective viewing of electronic encyclopedias and anthologies;
- collective work with tasks of electronic educational programs "1C: Tutor. Russian language", "Phrase", etc.;

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- collective work with electronic educational resources;
- creating your own tasks for classes using templates and images;
- demonstration and application of notes on top of educational video clips;
- demonstration of presentations created by students;
- use of electronic interactive educational resources.

When studying morphological phenomena, the use of an interactive whiteboard gives good results in their assimilation. Knowing the possibilities of an interactive whiteboard, taking into account the age



characteristics of students, you can use various colors, drawings and diagrams during the lesson. A different range of colors attracts the attention of students, helps to activate the audience and increases interest in the lesson. With the help of colors, we can distinguish various morphological phenomena, which helps to quickly assimilate this material.

For example, alternating in pairs *рука - ручной, писать - пишу* alternations *к // ч* before the suffix *-н-* и alternation *с // ш* before the inflection of the first person singular *-у* caused by the grammatical form of the word.

In the application of an interactive whiteboard, the most important attention should be paid to the correct selection of material.

The use of information technologies in the system of humanities education is aimed at improving existing teaching technologies by strengthening research, information retrieval and analytical methods of working with information.

Information technologies are an effective means of increasing cognitive interest, create conditions for building individual educational trajectories, but the introduction of information technologies into the educational process will be effective if their organic connection and compatibility with traditional teaching methods and techniques are ensured [10].

From all of the above, it is obvious that there is a need to use existing opportunities for the use of information technology right now.

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