FORMATION OF MORPHOLOGICAL COMPETENCE OF JUNIOR SCHOOLCHILDREN IN THE LESSONS OF THE NATIVE LANGUAGE

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A R T I C L E I N F O.	**Abstract**
Keywords: Competence, morphology, morphological competence, morphology methodology, methods of teaching morphology in primary school.	In the article , for a full understanding of what morphological competence is, work was carried out with each concept

INTRODUCTION

One of the main directions of the second generation of the Federal State Educational Standards is planning the results of mastering the subject programs of primary general education. Planning the results of primary education fully covers all academic subjects, including the native language.

MAIN PART. Morphology refers to the sections of the native 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. However, changing learning objectives and the emergence of new requirements for the results of mastering the educational program of the Federal State Educational Standard in the native language by younger students, as well as the achievements of the best practices of teachers, have a constant impact on the content, planning and organization of classes in morphology in elementary school.

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

The relevance is determined with the emergence of the need to find effective methods and techniques of teaching in the lessons of the native language, which will contribute to the achievement of the planned results in morphology, which will ensure that primary school graduates are ready for successful learning at the next level of education.

The process of achieving a good level of morphological competence by younger students will be successful if such effective teaching methods as: the method of language analysis, the method of design, the visual method, the method of exercises are used comprehensively in the lessons of the native language.

The problem of studying morphology by younger students is in the focus of research by such scientists as L. I. Aidarova , D. N. Bogoyavlensky, S. F. Zhuikov, M. R. Lvov, V. P. Ozerskaya , A. M. Orlova and others .

For a full understanding of what morphological competence is, work was carried out with each concept.

In the explanatory dictionary D.N. Ushakov

Competence - an area of issues in which someone is well-informed

Competence is also interpreted as,

➢ the ability to apply knowledge, skills, to act successfully on the basis of practical experience in solving problems of a general kind, also in a certain wide area.

Competence area - a set of knowledge and skills of a person or organization that they perform at a high, competitive level.

Next concept:

Morphology is a branch of linguistics, the main object of which is the words of natural languages, their significant parts and morphological features. The tasks of morphology, therefore, include the definition of the word as a special linguistic object and the description of its internal structure.

Morphology (from other Greek μορφή - "form" and λόγος - "word, doctrine")

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

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

Morphological competence is the ability to apply the knowledge and skills acquired **on morphology**, included in the section of grammar and forming part of the language system, uniting words as carriers of grammatical meanings, their grammatical classes, the laws of their existence and formation in a wide area.

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

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

The formation of the morphological competence of younger students in the lessons of their native language **is a** conscious process of developing knowledge and skills in morphology with the help of special morphological exercises that have their goal: students' awareness of the morphological structure of their native language.

Methods of teaching morphology in primary grades

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-grammatical categories, consideration of grammatical categories and the formation of individual parts of speech, as well as the main cases of use grammatical forms in context.

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

Methodology of morphology - a section of the methodology of grammar that explores the processes of assimilation by students of grammatical concepts and patterns when studying 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., the typical difficulties that arise in this case and errors, their frequency, causes and ways to eliminate them.

Features of the methodology for studying morphology are determined by the goals of its study. The cognitive goal of studying morphology is the assimilation of basic morphological concepts. The practical goals of studying morphology are to form morphological skills and abilities, the main of which is to distinguish parts of speech and produce morphological analysis.

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 the word as a part of speech, (for example, *running around* : lexical meaning "quick movements of people on their feet in different directions" and the general semantic meaning "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, which are called exercises in domestic science.

Morphological exercises reinforce 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. the formation of words, the formulation 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 a text;

6. derivation of parts of speech.

7. identification of a part of speech, one or another category of this part of speech;

8. selection of words of one or another part of speech, one or another category of a part of speech;

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

10. compiling a word paradigm;

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

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

13. observation of the text- forming function of parts of speech;

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

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

The program for elementary grades does not provide for special familiarization of students with the division of parts of speech into independent and service ones, but in practice the teacher draws the attention of children to the signs according to which parts of speech are divided into these two groups. So, students learn that a noun, an adjective, a verb, a pronoun, an adverb are always members of a sentence, and words such as a preposition and conjunction are not members of a sentence.

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

Work on morphological concepts continues with the study of other topics. Consolidation of knowledge and learning and language skills are additional tasks for the exercises of textbooks. If they are regularly performed, then the knowledge of students is maintained at the desired level.

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

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

CONCLUSION

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

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