

## THE APPLICATION OF SEARCH AND RESEARCH METHODS WHEN TEACHING THE COURSE “UKRAINIAN WORD FORMATION” IN HIGHER EDUCATIONAL INSTITUTIONS

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### INTRODUCTION

The current state of development of Ukrainian education requires modernization, globalization and a strategic vector in the creation of the latest pedagogical information technologies and linguistic methods of linguistic paradigms. The pedagogical matrix in the educational process is language as a spiritual category in the educational doctrine. «The uniqueness of language is in its multidimensionality: language is simultaneously contemporary and eternal, concrete-sensual and universal, material and ideal, physical and spiritual, individual for each speaker and common to all»<sup>1</sup>.

At present, the great challenge is the formation of a personality in the projection onto one's ethnocult, history, traditions, customs, which accumulate in the genetic code of the ethnos. The formation of the linguistic picture of the world occurs through language. «In linguistic semantics, the spiritual experience of previous generations of speakers is accumulated, the concepts of the spiritual life of the people are encoded, and its mental matrix is formed, which can be learned in various textual forms through the study of mythology, folklore, general texts of national culture, literary language, and living spoken language»<sup>2</sup>. The study of language through motivational mechanisms is relevant and promising. The word as a means of apperception in modeling the word-forming linguistic picture of the world according to the teachings of O. Potebnia was continued in the research of O. Selivanova, whose scientific concept we use in our research. The cognitive approach to language poses new challenges for the study of word formation in Slavic languages and opens up new perspectives for the study of motivation in the cognitive-onomasiological aspect in the projection onto the cognitive-discursive and

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<sup>1</sup> Matsko, L. (2009) *Ukrainska mova v osvithnomu prostori: navch. pos. dla studentiv filolohiv osvithno-kvalifikatsiinoho rivnia «mahistr»* [Ukrainian language in the educational space: training course for philology students of the educational qualification level "Master"]. K.: vyd-vo NPU im. M.P. Drahomonova, 607 (in Ukr.).

<sup>2</sup> Ibid.

synergetic scientific paradigms<sup>3</sup>. The consideration of word-formation motivation in the cognitive-onomasiological aspect, its new typology, presents, in our opinion, the most consistently objective picture of the connections not only of the form and semantics of the motivator and the motivate, but also of the conceptual structures that underlie semiotic processes<sup>4</sup>.

### **1. Innovations in the process of studying word-formation motivation in the context of linguistic science in higher educational institutions**

The problem of motivation in linguistics, despite the significant number of scientific works that study this phenomenon from the perspective of word formation and nomination theory, has several complex and ultimately unresolved issues.

The first issue is the definition of motivation, which is determined both by the core concept underlying it and by the aspect it encompasses. The core concept of motivation is a process, result, or phenomenon. It is no coincidence that, along with motivation, in linguistics, the concepts of motivation, motivation, and motivationization function, which are usually identified with motivation, so the introduction of these concepts into scientific circulation «only complicates the problem and does not bring anything new to the analysis of motivational relations»<sup>5</sup>. However, the emergence of doublets still requires scientists to make distinctions based on these core concepts. Thus, motivation, motivating is considered a process, «one of the sides of the derivation process, a special form of word functioning (derivative-motivational process)». Motivation is considered in this case as the result of such a process in view of the internal form as a means of motivation. Motivation is also defined as a structural-semantic property of a word, which makes it possible to realize the rationality of the connection between the meaning and the sound shell of a word based on its correlation with single-root and single-structural units.

Being motivated and motivation are recognized as a synchronous feature of a word, which is inherent in all derived words, although the concepts of derivationists who note the possibility of studying word-formation motivation in two aspects – diachronic and synchronic – seem promising.

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<sup>3</sup> Kocherha, H. (2017) Motyvatsiine i slovotvirne vyrazhennia sufiksatsii vidimennykh diieslivnykh odynyts v skhidnoslov'ianskykh pam'iatkakh XIV – XVIIst. Rozvytok suchasnoi osvity: teoriia, praktyka, innovatsii [Motivational and word-forming expression of suffixation of nominal verbal units in East Slavic monuments of the 14th – 17th centuries. Development of modern education: theory, practice, innovations]: zb. mater. Mizhnar. nauk.-prakt. konf. Kyiv, 336 (in Ukr.).

<sup>4</sup> Kocherha H.V. (2003) Motyvatsiia vidimennykh diiesliv u suchasni ukrainskii movi (kohnityvno-onomasiolohichniy aspekt). [Motivation of the denominative verbs in the modern Ukrainian language (cognitive-onomasiological aspect).] Avtoref. dys. na zdob. nauk. stup. kand-ta filol. nauk. 10.02.01, Odesa, 20 (in Ukr.).

<sup>5</sup> Ibid.

«Historical (diachronic) word formation studies the real history of the emergence of words of a certain language, the corresponding processes and patterns, the process of forming the word-forming system of the language, its changes and development. Descriptive (synchronic) word formation studies the relations of word-forming motivation that exist between words, their morpheme and word-forming structure, connections, and relationships between cognate words at a certain stage of language development»<sup>6</sup>. S.O. Sokolova notes: «However, the distinction between historical and synchronic word-formation motivation still remains purely theoretical»<sup>7</sup>.

Therefore, the distinction between the concepts of historical and synchronic word-formation motivation is quite important, since the onomasiological structure of a word is formed in a network of word-formation and semantic relations in the language system, and most importantly, conceptual connections in consciousness, which are generally subject to change in the process of linguistic and «cognitive» evolution. That is why words can become unmotivated in modern language, but be motivated diachronically, and this motivation changes over time»<sup>8</sup>. Thus, diachronic motivation gives way to new conceptual connections and word-formation-semantic relations. External motivation has not very significant depth and stability. If a motivated word loses its word-formation connection with the motivating one, that is, it is deetymologized, then it loses its motivated character. Therefore, consideration of motivation requires a clear distinction between synchrony and diachrony, and the study of motivational changes allows us to deepen our understanding of the evolutionary «shuttle» operations of the conceptual and linguistic picture of the world, of changes in the worldview of things, concepts and words. The integration of the description of diachronic and synchronous motivation of words, according to researchers, is less common than their isolated analysis, and more promising and necessary, since it contributes to the manifestation of interaction, correlation of these processes, as well as tracking general trends in nomination<sup>9</sup>. Definitions of motivation available in linguistics also differ in the aspect of research, that is, its focus on different language levels (linguistic aspect) and its projection onto the internalized space of the surrounding world (ontological aspect).

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<sup>6</sup> Horpynych V.O. (1998) *Ukrainska slovotvorna deryvatolohiia* [Ukrainian word-formation derivatology]. Dnipropetrovsk: Vyd-vo Dnipropetrovskoho un-tu, 189 (in Ukr.).

<sup>7</sup> Sokolova S.O. (2000) *Semantychnyi aspekt slovotvornoï motyvatsii* [Semantic aspect of word-formation motivation]. *Movoznavstvo. K.*, № 2–3, 33–41 (in Ukr.).

<sup>8</sup> Kocherha, H.V. (2003) *Motyvatsiia vidimennykh vyrazhen' u suchasniï ukrainskii movi* (kohnnytno-onomasiolohichnyi aspekt). [Motivation of the denominative verbs in the modern Ukrainian language (cognitive-onomasiological aspect)]. *Dys. na zdob. nauk. stup. kand-ta filol. nauk.* 10.02.01, Odesa. 200 s. (in Ukr.).

<sup>9</sup> Horpynych V.O. (1998) *Ukrainska slovotvorna deryvatolohiia* [Ukrainian word-formation derivatology]. Dnipropetrovsk: Vyd-vo Dnipropetrovskoho un-tu, 189 (in Ukr.).

The source of motivation is considered to be either contextual reality or intralinguistic relations<sup>10</sup>. Internal relations regarding the motivational connections of linguistic units are differentiated depending on linguistic levels.

The term «word-forming motivation» is most often used in word formation, which is presented as the selection of linguistic material to denote a feature of an object from the composition of morphemes already present in the language. Word-forming motivation, according to derivationists, is an integration process, a combination of semantic and word-forming aspects of language: «Motivation is the predictability of the structure and meaning of a derived word by the semantics of the original and the word-forming formant (external motivation), and the meaning of the word is also the word-forming structure of the derived word itself (internal motivation)»<sup>11</sup>. However, it is believed that «motivation regarding the meaning of a word is partial, accidental, and insignificant, since it reflects only one feature of the phenomenon denoted by the word»<sup>12</sup>. This thesis determines the connection of motivational relations with the linguosemiotic question of the arbitrariness or non-randomness of the choice of the motivator. Following O.O. Selivanova, we believe that the choice of the motivator can be both arbitrary and deterministic, in particular, by the peculiarities of the language system<sup>13</sup> – the presence of certain regular word-forming types, classes, and categories.

Word-formation motivation is analyzed on the border of word formation and linguistic semantics only on the basis of the meaning and form of language units. Therefore, lexical motivation is sometimes identified with word-formation due to the interaction of the plans of form and content of the motivated and motivating words. It is noteworthy that the connection between the motivator and the motivated is integral: the motivated, choosing the form (structure) of the motivator for its onomasiological structure, modifies or associates its meaning in a certain way; and this process is inseparable. Given this integration, the main feature of the word-formation motivation process should be considered to be «the feeling by native speakers of the formal-semantic associative connection of the motivated word with other members of the dictionary»<sup>14</sup>.

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<sup>10</sup> Selivanova, Y.A. (2001) Cognitive Onomasiological Factor of Derivative Lexis Polysemy. Cherkasy University Bulletin. Series: Philological Sciences. Cherkasy, Issue 25, 3–10 (in Ukr.).

<sup>11</sup> Ibid.

<sup>12</sup> Janssen, T., Redeker, G. (1999) Cognitive Linguistics: Foundations, Scope, and Methodology. Berlin, N. Y.: Mouton de Gruyter, 267

<sup>13</sup> Ibid.

<sup>14</sup> Selivanova, Y.A. (2000) Cognitive Onomasiology (Monograph) / Y.A. Selivanova K.: Fitosociocenter, 248 (in Ukr.).

Thus, the definitions of motivation are limited to the connections of words in the language system and do not touch on the important for cognitive onomasiology spheres of interiorization of the designated objects, i.e. spheres of consciousness. O. Selivanova considers such limitation of motivational relations to be lexical and structural (word-forming) correlation as a result of mixing two different linguosemiotic concepts: about the arbitrariness of the linguistic sign in relation to the fixation of objects of reality or concepts by them and about its possible non-randomness in relation to other signs of the linguistic code.

Motivation is also associated with the internal form of the word, which «gives an idea of why something is called that way, reflects the spirit of the language, the naive, pre-scientific consciousness of the people, it is deeply national»<sup>15</sup>. However, along with this, researchers still traditionally distance themselves from the internal form in defining motivation: «When establishing the type of motivation, we determine the affiliation of the base to the words of a certain part of speech and its semantics, but we do not determine the nature of the semantic relationship of the derived word to the base»<sup>16</sup>.

So, although linguistics could not do without the connections not only between words, but also between concepts and objects of reality in interpreting motivation, «liberating motivation from the embrace of linguistics has become a difficult task»<sup>17</sup>, that is, the consideration of motivational processes was not projected onto the relation in the conceptual system, in the minds of speakers, the central category in the real mechanism of word generation<sup>18</sup>. But reality should be considered only as internalized in the minds of speakers, and motivation as the process of fixing in the onomasiological structure of derived words a fragment of the mental and psychic structure of knowledge and ideas about the named thing. This is how motivation processes are analyzed in modern cognitive onomasiology<sup>19</sup>. The connection between reality and designation should be analyzed as mediated by the consciousness of speakers, therefore, manifestations of the interiorization of the world by consciousness determine, for example, the designation of a new concept by the name of a completely different object already existing in the language. Motivation is a related concept to the motive used in psycholinguistics and the theory of speech activity.

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<sup>15</sup> Vykhovanets I.R. (1988) Parts of Speech in Semantic and Grammatical Aspect / I.R. Vykhovanets. K., 256 s.

<sup>16</sup> Ibid.

<sup>17</sup> Selivanova O.O. (2008). Suchasna linhvistyka: napryamy ta problem [Modern Linguistics: Directions and Problems]. Pidruchnyk. Poltava: Dovkillya-K, 712 (in Ukr.).

<sup>18</sup> Vykhovanets, I.R. (1988) Parts of Speech in Semantic and Grammatical Aspect / I.R. Vykhovanets. K. 256 (in Ukr.).

<sup>19</sup> Selivanova, Y.A. (2000) Cognitive Onomasiology (Monograph) / Y.A. Selivanova. K.: Fitosociocenter, 248 (in Ukr.).

So, the motive as the emergence of an unclear, not yet conscious desire, is the driving force in the mental activity of a person, is the main, priority, determining in the process of motivation of names. Modern researchers note that motives can be conscious and unconscious. Regarding the broad understanding of the motive as a constantly acting force of the nominative act, which begins as a vague unconscious, rather apperceptive desire and passes to the setting as a conscious goal, and then to the intention as a preverbal and verbal accompanying force of the nominative process<sup>20</sup>, the motivation of the onomasiological structure of a word involves the apperceptive ability of speakers, their mental functions, and linguistic competence, and is a linguopsychomental process.

O. Selivanova distinguishes seven principles of differentiation of motivational relations available in the linguistic literature, namely, taking into account 1) the form and semantics of the motivator and the motivate; 2) linguistic levels of motivation; 3) analogy in the word-forming subsystem of the language; 4) the sufficiency of motivators in the structure of the word; 5) the degree of functionality of motivators; 6) the ratio of the internal form and semantics of the word; 7) the method of connection of the derived and original words<sup>21</sup>. The last principle of differentiation of motivational processes in the scientific literature appeals only to the semantic-structural connections of the motivator and the derived name. In Ukrainian linguistics, unfortunately, the consideration of motivation was not even included in textbooks on word formation, and only the classifications available in Slavic studies were used in scientific works, since the main attention of scientists was focused on word-forming types and the dynamics of the meanings of the motivator and the motivate. Given the current cognitive paradigm in modern linguistics, the problem of motivation requires taking into account a new principle of typology of motivational processes – «the conceptual place of the motivator in the mental-psychonetic complex of the object being denoted»<sup>22</sup>.

Motivation, taking into account this psycholinguistic model and the structure of the mental-psychonetic complex (O. Selivanova), chosen by us as a model of the structure of knowledge about the signified, is considered as a cross-linguopsychomental operation, the result of which is the semantic-onomasiological dependence of the motivator and the motivated, which

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<sup>20</sup> Selivanova, Y.A. (2000) *Cognitive Onomasiology* (Monograph) / Y.A. Selivanova K.: Fitosociocenter, 248 (in Ukr.).

<sup>21</sup> Ibid.

<sup>22</sup> Kocherha, H.V. (2003) *Motyvatysia vidimennykovykh diiesliv u suchasni ukrainskii movi (kohnityvno-onomasiolohichniy aspekt)*. [Motivation of the denominative verbs in the modern Ukrainian language (cognitive-onomasiological aspect).]. *Dys. na zdob. nauk. stup. kand-ta filol. nauk.* 10.02.01, Odesa. 200 s. (in Ukr.).

arose on the basis of a complex system of connections of the components of ethnoconsciousness<sup>23</sup>.

Therefore, the study of the phenomenon of motivation in the cognitive-onomasiological aspect makes it possible to establish stable connections between the symbolic means of language and ethnic consciousness, the ways in which the ethnos internalizes the world of reality, its own environment, culture, customs, traditions, etc.

## **2. Innovation and integration into the process of studying word-formation motivation in the context of the linguistic paradigm in higher education institutions**

The orientation of modern education towards the formation and development of a creative personality involves the introduction into the teaching process of various search techniques and tasks aimed at the controlled and independent establishment of certain patterns of the subject of study<sup>24</sup>. Modern philological education has a significant field of research activity, because language and its products constantly reproduce both systemic properties and anomalies that contribute to the preservation and development of this active living organism in accordance with the principle of asymmetry of the system and the environment<sup>25</sup>.

The search and research method belongs to active learning methods, as it awakens the heuristic mechanisms of students' consciousness, activates the connections between different knowledge structures, promotes scanning, processing and reworking of already acquired information, involves almost all mental operations of consciousness, in particular, synthesis, analysis, comparison, generalization, categorization, etc., and also automates the connection of thinking with intuition and the unconscious<sup>26</sup>.

The purpose of this educational activity in higher education institutions is to form students' creative abilities as the ability to obtain new knowledge, as well as to consolidate readiness for independent scientific research, skills of self-organization and self-control. O. Karaman characterizes the research method as being determined by its functions: «forms the features of creative activity; organizes the assimilation of knowledge at a creative level, that is,

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<sup>23</sup> Selivanova, Y.A. (2000) Cognitive Onomasiology (Monograph) / Y.A. Selivanova K.: Fitosociocenter, 248 (in Ukr.).

<sup>24</sup> Matsko, L. (2009) Ukrainska mova v osvithnomu prostori: navch. pos. dla studentiv filolohiv osvithno-kvalifikatsiinoho rivnia «mahistr» [Ukrainian language in the educational space: training course for philology students of the educational qualification level "Master"]. K.: vyd-vo NPU im. M.P. Drahomonova, 607 (in Ukr.).

<sup>25</sup> Matsko, L. I. (1996) Ukrainska mova u vyshchyi shkoli Ukrainy [Ukrainian language in higher education in Ukraine]. Dyvoslovo. № 11, 24–26 (in Ukr.).

<sup>26</sup> Nedodatko, N. (1999) Formuvannia navchalno-doslidnytskykh umin starshoklasnykiv [Formation of educational and research skills of high school students]. Ridna shkola. № 9, 6–10 (in Ukr.).

teaches to apply known knowledge to solve problem tasks and obtain new knowledge as a result of such a solution; ensures mastery of methods of scientific knowledge in the process of activity aimed at finding these methods; forms the need for creative activity»<sup>27</sup>. Methodological recommendations for the use of research techniques in the process of teaching the Ukrainian language and the corresponding system of exercises were developed in the works of N. Holub, O. Horoshkina, S. Karaman, O. Karaman, L. Matsko, M. Pentylyuk, N. Nedodatko, L. Skurativsky, G. Kozachuk, M. Plyushch and others.

Considering that the issue of research methodology, which is considered in our article, has become the subject of constant attention of language teachers relatively recently, the relevance of the chosen topic lies in the urgent need to develop recommendations for the application of search and research techniques in the methodology of teaching the native language for the specialty «Ukrainian Language and Literature» in higher education.

A search task to establish the regularities of the word-formation system of the Ukrainian language can serve as a propaedeutic exercise<sup>28</sup>. The practical lesson is preceded by a lecture «Word-forming system of the Ukrainian language», which proves the systemic nature of the word-forming language level based on the presence of 1) elements (morphemes), 2) paradigmatic, syntagmatic and epidigmatic relations and 3) a certain functional load. The propaedeutic exercise aims to identify certain analogies of the system, as well as its possible anomalies, in a series of examples through operations of analysis, comparison, synthesis, etc. The process of deriving regularities at this stage is of the most general nature and only leads students to further development of certain phenomena in the course of lectures and practical classes. The following series of units are offered:

– *учитель, тренер, трибун, ткач, гравець, завойовник* etc. (the paradigmatic phenomenon of suffix synonymy is established and the concept of single-structure words as formed according to a certain model is introduced – in this case, “the formation of names of persons according to their action”; the process of truncation of bases in words with borrowed roots is anomalous: *вулканізувати – вулканізатор, агітувати – агітатор*);

– *уживання, вибачення, стабілізація, вигук, спростування, відмова, сум* (the analogy of the formation of abstract nouns – process designations –

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<sup>27</sup> Karaman, O.V. (2004) Doslidnytskyi metod yak zasib formuvannia u starshoklasnykh himnazii stylistychnykh umin i navychok [Research method as a means of forming stylistic skills and abilities in high school students]. Visnyk Cherkaskoho universytetu. Seriya Pedahohika. Cherkasy, Vyp. 54, 20–25 (in Ukr.).

<sup>28</sup> Karaman, S.O. (2000) Metodyka navchannia ukrainskoi movy v himnazii: Navchalnyi posibnyk dlia studentiv vyshchykh zakladiv osvity [Methodology of teaching the Ukrainian language in high school: A textbook for students of higher educational institutions]. K.: Lenvit, 272 (in Ukr.).

from verbs is noted, as well as the synonymy of their suffixes. The use of explanatory dictionaries contributes to the establishment of secondary metonymic meanings of objectivity in most such derivatives. The suffixless formation of some nouns is anomalous, which requires further explanation of the presence of zero suffixes in such cases. In addition, on the periphery of the word-forming field of verbal nouns are pairs «noun – verb» with an uncertain direction of derivation)<sup>29</sup>;

– *відповідальність, гучність, життєрадісність, повчальність, жовтизна, доброякісність* (analysis of this series of words leads to the conclusion about a systemic feature of the word-forming level of the language – the creation of abstract signs of a feature from adjectives, despite the different formal complexity of the derived words);

– *повсякчасно, щиро, примусово, доброзичливо, радісно* (it is a natural process in the language to form adverbs with the suffix *-o-* from adjectives, regardless of formal complexity);

– *гравець, жнець, мешканець; ятинський, київський, бакинський, делійський, рівненський* (a discrepancy in the composition of suffixes is established in one word-forming type: to denote the names of persons by action, formed using the suffix *-ець-* from verbs, the suffix receives additional components *-в, -н*; to denote relative adjectives formed from the names of cities, along with the suffix *-ськ-* phonetic compounds *-ин, -й, -н* are used, which are qualified as interfixes);

– *проректор, проїхати, просидіти, прорізати; грузин, хворостина, тітчин* (illustrating the systemic paradigmatic property of the word-forming level – morpheme homonymy).

Important in such a set of tasks is the analysis of epidigmatic (associative-derivative) systemic relations in word-forming processes<sup>30</sup>.

To this end, a list of derivatives is proposed, the motivational nature of which is different: *воцитути, сполотніти, хмарочос, льодяник, перешийок, бронзовіти, вечірник, зондувати, ранкувати, моряк, вальсувати, доцитути, падолист, госпіталізувати, журналіст, принизити, гіркота, звірити* etc. The preliminary result of this exercise can only be the delimitation of direct connections between the meanings of the formative base and derivative with metaphorical and evaluative ones as a reflex of linguistic epidigmatics. In the further study of word-formative motivation,

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<sup>29</sup> Kocherha, H.V. (2003) Motyvatsiia vidimennykovykh diiesliv u suchasni ukrainskii movi (kohnityvno-onomasiolohichnyi aspekt). [Motivation of the denominative verbs in the modern Ukrainian language (cognitive-onomasiological aspect).]. Dys. na zdob. nauk. stup. kand-ta filol. nauk. 10.02.01, Odesa. 200 s. (in Ukr.).

<sup>30</sup> Matsko, L. (2009) Ukrainska mova v osvithnomu prostori: navch. pos. dla studentiv filolohiv osvithno-kvalifikatsiinoho rivnia «mahistr» [Ukrainian language in the educational space: training course for philology students of the educational qualification level “Master”]. K.: vyd-vo NPU im. M.P. Drahomonova, 607, s.20 (in Ukr.).

the analysis of the relationship between the motivator and the derivative involves concretization and semantic explanation<sup>31</sup>.

The basis for exploratory exercises is often the interdisciplinary connections between linguistic disciplines<sup>32</sup>. One of these tasks involves explaining the alternation of morphs (by referring to the knowledge of historical phonetics), in particular: the influence of palatalization (*сніжний, ручний, страшний*), mitigation *-й-* (*душа, земля, вище, чищу* and others); by assimilative-dissimilative processes (*вести, плести, брести* etc.); by the decline of the reduced (*снівець – співця, жінка – жіночий, мотузок – мотузка*) and as a result of it – by the simplification of the consonant group (*загибель – гинути*); by the monophthongization of diphthongs and transformation of diphthongic compounds (*коваль – закутий, жати – жну, нам'яти – наминати, спомин – пам'ять* and others). The use of historical phonetic changes will help identify morphs of a single morpheme and trace their regular alternations.

Consideration of the topic «Classification of Morphemes of the Ukrainian Language» can be accompanied by heuristic tasks of various types<sup>33</sup>. The exercise with the task of «identifying root morphemes» requires a mandatory emphasis on the problem of connected roots in borrowed words. The result of the exercise is the conclusion about the isolation of roots not only by comparing related words, but also by comparing them with single-structure words (compare: *оптимізм, альтруїзм, гуманізм і колективізм, героїзм, капіталізм*). The study of zero morphemes involves a search task to identify analogies by which such morphemes are distinguished: *мерз, біг – мерзла, бігла; малою, читай, отримуй – неси, веди; золотий – мідний, скляний; п'ятий – тисячний, сороковий; вибори, вибух – вирішування, боротьба; беззубий, безрукий, безволосий – бездимний, безсніжний* etc.

In order to distinguish the specifics of prefixes and suffixes, we can recommend a word construction exercise: «Form derived words from roots using prefixes and suffixes. Describe their role in changes in the lexical and grammatical semantics, morphophonemic composition of roots»<sup>34</sup> (*-історій-, -зрун-, -текст-, -сніг-*).

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<sup>31</sup> Kocherha, H.V. (2003) Motyvatsiia vidimennykovykh diiesliv u suchasni ukrainiskii movi (kohnitivno-onomasiolohichniy aspekt). [Motivation of the denominative verbs in the modern Ukrainian language (cognitive-onomasiological aspect)]. Dys. na zdob. nauk. stup. kand-ta filol. nauk. 10.02.01, Odesa. 200 s. (in Ukr.).

<sup>32</sup> Pentyliuk, M.I. (1994) Kultura movy i stylistyka [Language culture and stylistics]. K.: Vezha, 240 (in Ukr.).

<sup>33</sup> Matsko, L. I. (1996) Ukrainska mova u vyshchyi shkoli Ukrainy [Ukrainian language in higher education in Ukraine]. Dyvoslovo. № 11, 24–26 (in Ukr.).

<sup>34</sup> Ibid.

The study of word-forming and form-forming morphemes should be carried out on the basis of the search task: «Count the number of words in the rows. Justify your answer by highlighting form-forming affixes»: *читати, читач, читання, читав, прочитаний, прочитайте, читальний, читаємо, читатимемо; низький, низько, нижче, нижче за всіх, найнижчий, зниження; п'ять, п'ятірка, п'ятьма, п'ятий, п'ятак, п'ятачок, три п'ятих, п'ятеро, п'яти; чудо, чудеса, чудесний; спізнитися, спізнявся, спізнення, спізняватимемося, спізнившись; легкий, легше, легенький, полегшення; трійка, трієчка, троє, трьома* etc. Performing this exercise involves identifying problematic issues of combining in one grammatical paradigm specific pairs of verbs, neutral and diminutive adjectives and nouns, ordinal and quantitative numerals, etc. This task allows students to develop skills in distinguishing between a gramme as a unit of the language system and a word form as a specific implementation of a gramme in speech<sup>35</sup>. This exercise can also be returned to when studying the topic «Types of Word Stems»: when distinguishing between the stem of a word and word forms, the student is guided by the acquired knowledge about formative morphemes.

In the topic «Main concepts of word formation», consideration of the concept of a word-forming nest can be based on a search exercise of independent modeling of nests by distinguishing words that have, at first glance, the same root, and reconstructing missing word-forming chains: *заводити, заводський, заводь, заводик, водень, водячи, приводнення, заводчик, завод, приводити*<sup>36</sup>.

## CONCLUSIONS

Therefore, search and research activities in the process of language learning have two vectors. The first vector is focused on tracking systemic, recurring and stable analogies of language levels and phenomena, the second involves comparing these analogies with deviations and anomalies in view of their functional nature in speech and the possibility of transforming the language system.

The scientific and methodological basis of the given system of research tasks are the principles: 1) use and processing of previously acquired knowledge; 2) mandatory control by the teacher over the search and educational process as planning of cooperation; 3) requirements for self-control and self-verification of conclusions and obtained results for students;

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<sup>35</sup> Rusanivskyi, V.M. (1988) *Struktura leksychnoi i hramatychnoi semantyky* [Structure of lexical and grammatical semantics]. K.: Nauk. dumka, 48–60 (in Ukr.).

<sup>36</sup> Kocherha, H.V. (2003) *Motyvatsiia vidimennykovykh diiesliv u suchasni ukrainskii movi (kohnityvno-onomasiolohichniy aspekt)*. [Motivation of the denominative verbs in the modern Ukrainian language (cognitive-onomasiological aspect)]. *Dys. na zdob. nauk. stup. kand-ta filol. nauk.* 10.02.01, Odesa. 200 s. (in Ukr.).

4) use of auxiliary scientific literature, reference books and dictionaries;  
5) analysis of errors and correction of inaccuracies in planning research guidelines, etc. We see prospects for further research in the description and modeling of the mechanisms of generation of nominative units in the projection onto the psycholinguistic and cognitive component of students' ethnic consciousness.

## SUMMARY

The current state of development of Ukrainian education requires modernization, globalization and a strategic vector in the creation of the latest pedagogical information technologies and linguistic methods of linguistic paradigms. The pedagogical matrix in the educational process is language as a spiritual category in the educational doctrine. The formation of the linguistic picture of the world in the ethno-consciousness of the individual occurs through language. Therefore, the study of language subsystems, including word-formation, in the plane of cognitive-discursive and synergetic paradigms is a relevant and promising direction in linguistics. Motivation is considered in the word-formation process as the result of such a process in view of the internal form as a means of motivation. Motivation is also defined as a structural-semantic property of a word, which makes it possible to realize the rationality of the connection between the meaning and the sound shell of a word based on its correlation with single-root and single-structural units.

The purpose of the investigation is to offer a system of exercises for studying the section «Words of the Modern Ukrainian Language» by philology students, aimed at the formation of search and research skills as a complex mental formation that underlies readiness for cognitive search.

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