

DEVELOPING LINGUO-CREATIVE THINKING AMONG PRIMARY SCHOOL STUDENTS

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Abstract: This article examines the development of linguocreative thinking of primary school students, reveals the content of the concepts of “linguocreativity” and “linguocreative thinking”.

Keywords: linguocreative, thinking, linguocreativity, language game, cognitive linguistics, linguistic games.

One of the important components of the child's language learning process is creative activity associated with the "combining ability of our brain", the ability to create something new on the basis of what is already known.

Linguocreative is a language game based on a creative rethinking of the phonetic (sound) and / or graphic (descriptive) appearance of a word, an unusual combination of words or their parts, which allows you to look at familiar things from a new, unexpected angle. In dictionaries and scientific sources, we will more often find the definition of linguocreativity as a special type of thinking, assuming the ability to independently construct linguistic units. If a bright, non-standard, memorable image appears as a result of a language game, we call it linguistic creativity.

Synonyms of the term "linguocreativity" are "word-making" and "language-making". However, they are not completely equivalent in semantic terms: a linguocreative is a successful, productive word-making that can find a lively, positive response from the addressee.

Linguocreative thinking is the most important characteristic of the linguistic type of intelligence, which, according to G. Gardner, is determined by the ability to work with a word, that is, to understand its semantics, perceive sound organization, master the rules of syntax and word formation. We believe that in the work on the formation of linguistic

intelligence, the teacher needs to take into account the following points: 1) the cognitive experience of a linguistic personality obtained in the process of mastering the native language; 2) the possibility of constructing a student's own language system. The researchers rightly argue that the development of linguocreative thinking of schoolchildren will be more effective when using the techniques of language play, which is defined as "a conscious violation of associative stereotypes of the use of verbal signs and the realization of potential registers of word creation and text generation." From the point of view of N.V. Gonnova, "a language game allows a speaker or a writer to express himself, to declare his creative potential, a sense of language, the ability to think outside the box ...".¹

Language play is an indicator of a child's linguistic competence, the degree of his cognitive activity. One of the results of playing with the word and creating word-formation innovations is a hybrid word.

Linguocreative as a new direction of scientific research covers a wide range of practices of speech creativity, among which artistic and journalistic texts, political discourse, children's speech, advertising and much more stand out. At the same time, a significant part of scientific works related to the linguistics of creativity is devoted to the consideration of creative units in literary texts.

The most frequently appearing concepts of scientific research in the field of linguistics of creativity are the terms "creative", "linguocreativity" (or linguistic creativity), "linguocreative thinking", "creative function of language", "createma", etc.

The cognitive field of linguistics played a special role in the development of the theory of linguocreativity. The most outstanding cognitive scientists are considered to be J. Lakoff, M. Johnson, N. Chomsky, J. Fauconnier and M. Turner. In Russian linguistics, this area of knowledge was somehow covered by E.S. Kubryakova, V.Z. Demyankov, D.O. Dobrovolsky, etc.

¹ Gridina T.A. Linguocreative mechanisms of text generation: an experimental resource of language game // Proceedings of the V.V. Vinogradov Institute of Russian Language. 2016. No. 7. pp. 143-156.

Cognitive linguistics is a field of scientific research in the field of linguistics, which connects language with the processes of cognition and thinking.

The problem of linguistic creativity is in the focus of attention of Russian and foreign researchers. In the works of modern linguists, the creative principle of a linguistic personality is postulated as one of the factors of the appearance of non-standard designations of objects and phenomena of reality; the ways of creating an original product are considered: a creative idea can be realized either by using ready-made units of language, or in the process of word making, that is, as a result of the creation of new nominations. In the works of N. Chomsky, O.K. Irshanova, T.A. Gridina and others investigate the concept of "linguocreativity", while its content is interpreted in a striking way: as an innate linguistic ability of a person that allows processing his linguistic experience, as "the creation of a new product – a text or a word that "never existed" ... and a non-trivial choice of one of the already available and known means of constructing an image of an object". We share the position of T.A. Gridina, according to which linguocreativity is "a manifestation of a tendency to violate the language standard in collective and individual speech activity." The ability of a linguistic personality to consciously violate the language standard is due to a certain type of thinking – linguocreative. In T.A. Gridina's concept, linguocreative thinking is characterized by the use of various associative connections, while "a person is content with the already existing sound complexes, thereby realizing the associative potential of a language sign in the field of the connection between form and content."²

Tasks for the development of creative character for primary school students:

1. A task aimed at understanding the word-formation meaning of prefixes and practical mastering of the prefixal method of word formation: In the names of objects of wildlife there is a prefix under-: podberezovik, snowdrop, aspen, sunflower, podelnik. The

² <https://cyberleninka.ru/article/n/detskiy-vopros-kak-forma-lingvokreativnogo-myshleniya/viewer>

peculiarity of these words is that they mean flowers and mushrooms that grow "under something". Come up with the names of fabulous flowers and mushrooms by analogy.

2. A task aimed at analyzing children's word-formation occasionalisms (the materials of the dictionary "Paradoxes of children's speech" are used) and creating your own non-formal formations: Graphically depict the word-formation model according to which the students created an unusual word. Come up with a word according to the same model, explain its meaning. A. The sister says to the brother who is spinning: Sasha, what a tough guy you are! B. My lips are red, as if I've put them on.

Q. Why is our coffee stale? Sasha wanted to drink, but he was raw!

And let's also consider linguistic games that can be used in Russian lessons in the second grade:

Topic: "Narrative, interrogative, and motivational sentences."

The game "Learn the sentence".

The task of students is to determine the type of sentence by intonation. The teacher calls the beginning of the sentence, and children should stamp their feet if it is motivational, spread their hands if it is interrogative, raise their hands up if it is narrative.

- Who are you guests with: (Interrogative)
- Once in a cold: (Narrative)
- And you go yourself: (Motivational)
- On the shore of desert waves:(Narrative)
- And where is my:(Interrogative)
- Let it line up:(Incentive)

This game develops linguistic hearing, understanding of the sentence not by meaning, but by intonation. Also, the children themselves pay attention to the words that helped them determine the purpose of the statement of the sentence.³

Subject: "Offer".

The game "Say it differently".

In this game we will work on intonation and lexical stress in a sentence.

A cat caught a mouse in the garden - What sign can we put at the end of this sentence?
(Period, question mark, exclamation mark)

It is suggested to read this sentence with different intonation.

When reading an interrogative sentence, attention is drawn to the logical stress.

- Did the cat catch a mouse in the garden?
- Did the cat catch a mouse in the garden?
- Did the cat catch a mouse in the garden?
- Did the cat catch a mouse in the garden?

This game shows that punctuation marks and intonation carry a semantic load in a sentence.

Subject: "What is a noun".

One of the most difficult parts of speech in terms of its meaning is the noun.

The concept of a noun is introduced through the semantics of the word. The noun does not mean only the object, but what exists around us.

Subject: "Gender of nouns".

³ <https://cyberleninka.ru/article/n/razvitie-lingvokreativnogo-myshleniya-obuchayuschihsya-slovoobrazovatelnyyaspekt/viewer>

The game "Fold notebooks".

There are tablets in the form of notebooks with words on the board.

The task of the players is to decompose notebooks (words) into portfolios (by gender). Taking into account the psychological characteristics of younger schoolchildren, and they are mostly kinesthetics, it should be noted that in this game students can "feel" the gender and independently conclude that there are plural nouns in which it is impossible to determine the gender without translating them into the singular.

In this game, you can also use common nouns.

For example: bully, bully, crybaby, etc.

The game "Collect bouquets".

Collect "flowers" (words close in meaning, synonyms) in bouquets and arrange the flower words in their vases.

First, the guys look for synonyms, then arrange them in vases.

Kindness- sincerity, work - occupation, motherland - fatherland, battle - fight.

In this game, it is necessary to bring students to the conclusion that nouns synonyms do not necessarily belong to the same genus.

Here, the semantic and grammatical layers of the language are being brought together and separated, and children must switch from one to the other, consciousness is being structured.

CONCLUSION

As a conclusion, we can say that the work on the development of linguocreative thinking of students meets the requirements of educational standards, implements an activity-based approach to the study of linguistic phenomena. Linguistic games and exercises, including word-formation games, have great potential in the development of linguocreative thinking of students.

LITERATURE

1. Gridina T.A. Linguocreative mechanisms of text generation: an experimental resource of language game // Proceedings of the V.V. Vinogradov Institute of Russian Language. 2016. No. 7. pp. 143-156.
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