USE OF WORD FORMATION MODELS IN DYSARTHRIC CHILDREN

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A B S T R A C T	K E Y W O R D S
The famous linguist A.N. Gvozdev collected unique factual materials in his research "The formation of the child's vocabulary is closely related to the word formation processes, because as word formation develops, the child's vocabulary is rapidly enriched at the expense of derivative words. The lexical level of the language is a set of lexical units that are the result of word formation actions and mechanisms.	Dysarthria, language, morpheme, lexicon, neolagism, etymology, diction, slurred speech.

Introduction

The word-formation level of the language acts as a generalized view of new word-formation methods on the basis of certain rules regarding the combination of morphemes in the derived word structure. Universities (model-types) are units of word formation level. Univerb is a derived word that implements the formed idea about the model type of word formation in speech.

Development of word formation in children A.N. It is considered in Gvozdev's research. The study of children's word formation is closely related to the analysis of children's word formation neologisms. Due to its limitations, lexical tools cannot always express the child's new ideas about the surrounding reality, so he turns to word-making tools. If the child does not have a ready-made word, he "invents" it according to certain rules learned earlier, and this is reflected in the creation of words by children. Adults, if this word does not correspond to the standard language, notice the word created independently by the child and make corrections to it. If the created word matches the existing word in the language, the surrounding people will not notice that the child is making a word.

A.M. Shakhnarovich said that in the process of speech development, the child learns the language as a system, but at the same time, he cannot learn all the rules of the language used in the speech of adults, the whole complex language system. In this regard, the child's language at each stage of development is a system that differs from the language system of adults and has certain rules for combining language units. As the child's speech develops, the language system expands, many rules that fully apply to the formation of the lexical and word formation systems, become more complex based on the acquisition of language patterns. The result of reflection and strengthening in the mind of the systematic relations of the language is the formation of linguistic generalizations in the child.

In the process of perceiving and using words with common elements in the child's mind, words are divided into units (morphemes). Children's word creation is a reflection of the formation of some and at the same time the lack of formation of other linguistic generalizations.

A.M. According to Shakhnarovich, the word-formative level mechanism consists of the interaction of two levels: word-formative and lexical. So, at the initial stage of language acquisition, the lexical level plays a leading role, and later, the level of word formation comes to the fore.

Children's word formation is characterized by the use of regular (productive) word formation models. After mastering an efficient word-formation model, the child "generalizes" this model, transferring it by analogizing it to other instances of word-formation obeying less efficient laws, which include various non-normative is manifested in word formations. The essence of "generalization" is that similar phenomena can be named in the same way (rabbit, tree, cow,). Thus, on the basis of extracting the word-forming morpheme from the word, the model-types in which certain meanings are associated with a certain sound form are strengthened in the child's mind.

A.M. Shakhnarovich said that in the process of oral communication, the child does not only learn words from the speech of others, he does not just passively install words and phrases in his mind. A child who has mastered speech actively analyzes the speech of others, identifies morphemes and combines morphemes to create new words. Thus, in the process of mastering word formation, the child performs the following operations: separating morphemes from words - summarizing the meaning of the meaning and its connection with a certain form - synthesizing morphemes in the process of forming new words . Often, neologisms in children's speech are the result of the child's use of derivative morphemes according to their exact meaning, but in the process of word creation, the correct root element is combined with affixes foreign to this root (not accepted in the language). Often, the child replaces synonymous affixes at the same time, uses effective adverbs instead of ineffective adverbs (salon, sailor, fox, postman, remembered).

Neologisms of the "folk etymology" type (digging - cracking, scapula - digging) are based on another mechanism of word formation.

Neologisms of this type are formed differently. There is no violation in the combination of selected morphemes. The main feature of these neologisms is to replace one sound of the word with another. At the same time, there are changes in the etymology of the word, revision of its meaning. This shows the child's desire to establish a connection between an incomprehensible word and a familiar and understandable meaning.

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