

# CONTENTS

## INTRODUCTION

### I. FROM THE THEORY OF WORD-FORMATION MOTIVATION (K. Vužňáková)

1. *Something catchy for a start* or what word-formation motivation is
2. *Why a fish is called a fish when it is a mammal?* – The inner structure of a motivated word
  - 2.1 The word-formative meaning of a word
  - 2.2 A set of motivational and word-formative meanings in Slovak
3. *What has word-formation in common with jigsaw puzzles?* The outer structure of the motivated word, processes and means of word-formation
  - 3.1 A word-formation structure (form)
  - 3.2 Means of word-formation
  - 3.3 Processes of word-formation
  - 3.4 Truncation and alternations
4. *J. M. Rozwadowski and „a womanizer“* – Binariness and ternarity of the outer and the inner structure of a motivated word
5. *On the quest for a family tree and other groups* – Word-formation forms and motivational intention
  - 5.1 Word-formation forms
    - 5.1.1 A word-formation nest
    - 5.1.2 Word-formation categories
  - 5.2 Motivational intention
  - 5.3 The functions of word-formation motivation in the vocabulary of the language
6. How to evade mistakes in the analysis of word-formation
7. Reflection (summarising and contemplating)
8. Literature

## II. RESEARCH ASPECTS OF THE RELATION BETWEEN A CHILD AND WORD-FORMATION

### 1. Children's occasional word-formation and child-oriented word-formation

(Ľ. Liptáková)

1.1 *Disposable words* – Nonce-formations as a results of living word-formation

1.2. „*Lepšie je byť prvák ako starák a zomrák*“ – Why do children create new words?

1.3 „*Mixér je húkačka, lebo húka*“ – Is there any relation between cognitive and word-formative structures?

1.4 „*Viete, kde rastú rýmy?... No preda na rýmovníkoch!*“ – Words motivated by word-formation in literary works for children

1.5. Reflection (summarising and contemplating)

1.6 Literature

### 2. A child, speech and thinking

(K. Vužňáková)

2.1 „*Mamka, namaličkuj syr!*“ – Studying the relation between children's speech and thinking

2.2 *Why do Eskimos have several denominations of snow?* – Philosophical aspects of word-formation motivation

2.3 *How word-formation is related to the functioning of psyche* – Psycho-linguistic aspects of word-formation motivation

2.3.1 Mental factors and word-formation motivation

2.3.2 Psyche and the development of a child's speech

2.4 *Can teaching word-formation influence the use of the brain?* – Neurolinguistic aspects of word-formation motivation

2.5 Reflection (summarising and contemplating)

2.6 Literature

### 3. A glossary of word-formation

(K. Vužňáková)

3.1 „*Spovednica či spovedelnica?*“ or What is it good for to have a glossary of word-formation?

3.2 *Don't buy a pig in a poke!* – How we compiled A glossary of word-formation and how to make use of it

3.2.1 Parametrisation

3.2.2 An extract from A glossary of word-formation

3.2.3 How to make use of A glossary of word-formation

3.3 A book or the Internet? – An electronic form of the glossary – Word-formation categories and children's speech

3.4 Reflection (summarising and contemplating)

3.5 Literature

### III. WORD-FORMATION MOTIVATION AS A MEANS OF SPEECH AND COGNITIVE DEVELOPMENT OF A CHILD

(Ľ. Liptáková)

1. „*Čo má spoločné Smiechuliak s Machuľkom?*“ or How to make use of a child's word-formation intuition to stimulate its speech and thinking

1.1 A suggestion for the use of word-formation activities in the development of pre-school children's speech and thinking

1.2 A suggestion for the use of word-formation activities in the development of junior school children's speech and thinking

2. **The content and the process of the development of word-formation competence of pre-school and junior school children**

2.1 Word-formation competence of pre-school children

2.1.1 Objectives and content

2.1.2 Process

2.1.3 Examples of word-formation activities

#### 2.1.4 Outputs

### 2.2 Word-formation competence of junior school children

#### 2.2.1 Educational principles

#### 2.2.2 Objectives and content

#### 2.2.3 Process

#### 2.2.4 Examples of word-formation activities

#### 2.2.5 Outputs

### 3. Educational use of A glossary of word-formation (K. Vužňáková)

#### 3.1 Examples of the use of A glossary of word-formation in primary education

#### 3.2 Examples of the use of A glossary of word-formation in pre-primary education

#### 4. Reflection (summarising and contemplating)

#### 5. Literature

## IV. WEBSITE OF THE TEXTBOOK

<http://das.unipo.sk>

#### 1. Information

2. A glossary of word-formation (K. Vužňáková)

2. A glossary of children's nonce-formations (Ľ. Liptáková)