

# A CHILD AND WORD-FORMATION

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*A Child and Word-formation* is an academic textbook mainly intended for students of pre-primary and primary education as well as for interested persons from the ranks of specialists or general public. The thematic orientation of the book has been influenced by a long-term interest of both authors in the word-formation system of the Slovak language and its speech realisation, and in the research into word-formation in the speech of children of pre-school and junior school age. The publications include the following monographs: Liptáková, L.: *Nonce-formations in Colloquial Slovak* (Prešov: Náuka, 2000), and Vužňáková, K.: *Problems of Lexicographic Record of the Word-formation System of Slovak* (Prešov: Prešovská univerzita, 2006).

In the academic textbook *A Child and Word-formation* we attempt to fulfil three main objectives:

1. To bring future and contemporary teachers of mother tongue the basic characteristics of the theory of word-formation motivation that was worked out by prominent Slovak derivatologist prof. Juraj Furdík and we hold it to be a conceptual starting-point for present teaching of word-formation and a theoretical basis for the development and analysis of the word-formation aspect of a child's speech.

2. To introduce the outcomes of the research into various aspects of the relation between a child and word-formation: children's occasional word-formation, authorial word-formation in literary texts for children, word-formation motivation as a means of realisation of the relation between a child's speech and thinking, lexicographic processing of word-formation categories reflecting development and stimulation of a child's speech etc.

3. To build up a conception of the use of word-formation motivation as a means of speech and cognitive development of a child. To elaborate content and process in the development of word-formation competence of children of pre-school and junior school age as a part of their communicative and cognitive competence. To elaborate specialist methodology and bring concrete examples of word-formation educational activities.

According to defined objectives, the book is divided to three main chapters: I. From the theory of word-formation motivation. II. Research aspects of the relation between a child and word-formation. III. Word-formation motivation as a means of speech and cognitive development of a child. The book includes a website <http://das.unipo.sk> containing two lexicographic

appendices: A glossary of word-formation and A glossary of children's non-  
ce-formations.

The outcomes of theoretical, research and practical treatment of the relation between a child and word-formation include:

1. Occasional word-formation activity of children has specific causes and outcomes. Children's non-  
ce-formations cannot be studied without the knowledge of regularities in the development of a child's thinking and speech. An ability of foregrounded combination of elements of the word-formation system enables the child an immediate and individual interpretation of reality. Word-formation motivation has special function in cognitive and speech ontogenesis of the child.

2. Multi-aspect approach to the study of the problem (linguistic, philosophical, psychological, psycho-linguistic, cognitive-linguistic, neuro-linguistic approaches) can help to understand the functioning of those words in the language motivated by word-formation, especially in children's speech, and also to develop children's speech and thinking.

3. Along with the description of words in Slovak that are motivated by word-formation we have compiled A glossary of word-formation. It is designed to consider the latest research in derivatology and also didactic approaches applied in the teaching of word-formation.

4. An active word-formation reflects a child's thinking and a precondition for its cognitive stimulation. Word-formation intuition enables children of pre-school and junior school age to naturally reproduce and produce word-formative structures. We consider education activities aimed at word-formation to be one of the means to develop a child's speech and thinking as well as a means for more general development of its cognitive and learning strategies.

5. When developing a word-formative competence of a child of pre-school age, it is necessary to go by mainly its intuitive knowledge of word-formation and spontaneous word-formative production. The methodic approach should be marked by our respect for concrete thinking of a child and its natural learning towards games and exercise.

6. When developing word-formative competence of a child of junior school age, we should consider a higher level of cognitive and speech development, acquisition of early literacy and a possibility of its systematic stimulation by teaching mother tongue. However, concrete-factual thinking of a child of this age requires, too, that the word-formation subject matter contributes to the gradual development of analytical-synthetic thinking and other cognitive processes to preserve a natural succession from the meaning to the form of a word motivated by word-formation, supported by a child's word-formation intuition.

7. The purpose of learning word-formation in the primary school is not the pupil's ability to define the terms of word-formation but his/her capacity to use the knowledge in better and more adequate comprehension and production of a text as well as in the development of abstract thinking. Word-formation subject matter in the primary school has also interdisciplinary meaning. Comprehension of elementary principles and rules of word-formation can make the process of learning easier for the pupil in other subjects, too.