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STEP-BY-STEP TEACHING MODEL OF MORPHOLOGICAL KNOWLEDGE IN NATIVE LANGUAGE EDUCATION

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Abstract. This article explores the theoretical and methodological foundations of a step-by-step teaching model for morphological knowledge in native language education. The necessity of developing morphological knowledge systematically, consistently, and according to the spiral principle is substantiated. A model is proposed for organizing morphological concepts using a competency-based approach starting from primary education. Furthermore, mechanisms for vertical and horizontal integration of the morphological knowledge system are presented. The study demonstrates that step-by-step acquisition of morphological knowledge is a crucial factor in developing students' linguistic thinking.

Keywords: morphology, morphological knowledge system, step-by-step teaching, spiral principle, competency-based approach, native language education, methodological model.

In modern educational paradigms, the primary task of native language instruction is not only to teach grammatical rules but also to cultivate students' linguistic thinking, enhance their communicative competence, and develop the ability to consciously perceive language phenomena. Morphology plays a key role in this process as it provides the theoretical foundation for understanding the grammatical structure of a language.

In native language education, the morphological knowledge system is central to understanding the grammatical construction of the language, constructing accurate speech, and developing linguistic reasoning. Morphology studies the grammatical properties of words, word classes, and grammatical categories, forming the core of language structure. However, practice shows that morphological knowledge is often taught in a fragmented and non-systematic manner. As a result, students form a set of isolated rules rather than a coherent understanding of grammatical structures. Therefore, it is necessary to teach morphological knowledge in a step-by-step, systematic, and conceptually integrated manner. The aim of this study is to develop and scientifically substantiate a step-by-step model for teaching the morphological knowledge system in native language education.

Theoretical basis of the morphological knowledge system. The morphological knowledge system consists of the following components:

Conceptual component – basic linguistic notions such as word, word class, grammatical category, and morpheme.

Rule-based component – grammatical forms and the principles governing their use.

Practical component – morphological analysis, word formation, and application in speech.

Reflective component – conscious analysis and generalization of grammatical phenomena.

The morphological knowledge system has a hierarchical structure, progressing from simple concepts to complex grammatical categories. Therefore, teaching should follow the spiral principle, revisiting concepts with increasing complexity at successive stages of learning.

Step-by-step teaching model. The proposed model encompasses four main stages:

Stage 1: propedeutic (grades 1–2)

Initial understanding of words and their meanings.

Intuitive classification of word classes.

Application of grammatical forms through practical language experience. At this stage, emphasis is placed on practical observation and working with language materials rather than theoretical concepts.

Stage 2: systematization (grades 3–4)

Studying word classes scientifically.

Identifying grammatical features of primary classes such as nouns, adjectives, verbs, and numbers.

Introducing elements of morphological analysis. Students begin to consciously understand grammatical categories.

Stage 3: deepening (grades 5–7)

Studying grammatical categories in an expanded form.

Differentiating word formation and inflection.

Developing a complete algorithm for morphological analysis. This stage fosters systematic linguistic thinking.

Stage 4: integration (grades 8–9)

Examining the interrelation between morphology and syntax.

Analyzing stylistic potential.

Determining the functional significance of morphological units in text analysis. At this stage, morphological knowledge is integrated into high-level communicative competence.

Methodological principles of the model

1. **Consistency and continuity** – each stage builds on the previous one.
2. **Spiral development** – concepts are revisited with increasing depth at successive stages.
3. **Activity-based approach** – theoretical knowledge is reinforced through practical exercises.
4. **Competency-based approach** – knowledge, skills, and abilities are developed in an integrated manner.
5. **Reflectivity** – students are trained to analyze grammatical phenomena consciously.

Implementation guidelines. To implement the step-by-step model effectively, it is recommended to:

a) develop a map of morphological concepts;

b) define minimal and maximal knowledge requirements for each grade;

c) standardize the morphological analysis algorithm;

d) gradually increase the complexity of exercises and tasks;

e) establish a diagnostic monitoring system.

The model shifts from fragmented instruction to a systematic, stepwise, and vertically integrated organization of morphological knowledge. It also integrates competency-based and spiral approaches, ensuring students understand both the rules and their application in context.

Theoretical and pedagogical justification. Systematic formation of morphological knowledge requires understanding the internal structural relationships of language units. Language is a multi-layered, hierarchical system in which each grammatical category interacts with others. For instance, studying the noun category involves understanding cases, while cases are connected to syntactic relations. Hence, morphological knowledge must be taught in a system-based framework rather than in isolation. The step-by-step teaching model also aligns with cognitive development principles. At the initial stage, students perceive language phenomena through observation and experience. At later stages, abstracting, generalizing, and categorizing processes occur, which form the mechanism for developing linguistic reasoning.

Conclusion. Step-by-step teaching of the morphological knowledge system in native language education is essential for developing students' linguistic thinking, grammatical

awareness, and communicative competence. The proposed model ensures continuity, strengthens the coherence of knowledge, and facilitates a deep understanding of morphological phenomena. By implementing this model, educators can provide structured, systematic, and competency-oriented morphological instruction that prepares students for both academic and practical language use.

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