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**ЛЕКСИКАНЫ ОКУТУУНУН НАТЫЙЖАЛУУ ЖОЛДОРУ****ЭФФЕКТИВНЫЕ СПОСОБЫ ОБУЧЕНИЯ ЛЕКСИКИ****EFFECTIVE WAYS OF TEACHING VOCABULARY**

**Аннотация:** Макалада тилди эң эффективдүү үйрөнүү жана өздөштүрүү үчүн сөз байлыгын толуктоо зарылдыгынын себеби козголот. Англис тилин эң натыйжалуу үйрөнүү жана өнүктүрүү үчүн сөз байлыгын байытууга арналган.

Өзүнчө ыкмалар каралат, алардын жардамы менен мугалимдер түшүндүрүп, балдарга сөз байлыгын толуктоого жардам бере алышат, бул жаңы маалыматты өздөштүрүү даражасын бир топ жогорулатат жана баланын бар лексиконуна жаңы сөздөрдү киргизүү процессин жакшыртат.

**Негизги сөздөр:** лексикалык оюндар, тыюу салынган сөздөр, сөздүк үй-бүлө, графикалык уюштуруучу, сөздүк, сөз дубалы, флеш-карталар, эстутум карталары, кроссворд.

**Аннотация:** В статье затрагивается причина необходимости пополнения словарного запаса для наиболее эффективного изучения и освоения языка. Статья посвящена обогащению словарного запаса для наиболее эффективного изучения и освоения английского языка. Рассматриваются отдельные методы, с помощью которых учителя могут доступно объяснить и помочь детям в пополнении словарного запаса, что заметно увеличит степень усвоения новой информации и улучшит процесс внедрения новых слов в существующий лексикон ребенка.

**Ключевые слова:** лексические игры, запрещенные слова, словарная семейка, графический органайзер, словарь, стена слов, флеш карточки, карты памяти, кроссворд.

**Annotation:** The article touches upon the reason for the need to replenish the vocabulary for the most effective learning and mastering of the language. The article is devoted to enriching the vocabulary for the most effective study and mastering of the English language. Separate methods are considered by which teachers can explain and help children in vocabulary replenishment in an accessible way, which will significantly increase the degree of assimilation of new information and improve the process of introducing new words into the existing vocabulary of the child.

**Keywords:** lexical games, forbidden words, vocabulary family, graphic organizer, dictionary, wall of words, flash cards, memory cards, crossword.

Effective ways of teaching vocabulary

English Methodist Andrew Walkley said: “Without grammar you can say little, without vocabulary you can say nothing”. One cannot but agree with this statement. Without denying the importance of studying grammar, we understand that much more semantic load is contained in words, and not in grammatical constructions.

Enriching students' vocabulary is the most important task of a foreign language teacher. There are two goals of vocabulary enrichment:

- *quantitative increase in words and qualitative improvement of the existing vocabulary;*
- *learning to use known and newly learned words.*

We try to realize both of these goals in our lessons.

The main problem of learning vocabulary is the preservation in the memory of students of all the entered and fixed words, up to graduation (in practice, we can talk about 80% of words, the minimum is 60%). This requires repeated (over 20 times) use of each of them for a long time at optimal intervals (from 1–3 days at the beginning of the organized use of the word to 1–3 months at the end of this period).

The organization of 90% of such repeated use of passive vocabulary and 30–50% of active vocabulary lies with the author of the textbook. However, more than half of the repetitions of active and about 10% of repetitions of passive vocabulary should be provided by the teacher during speaking in the lesson. To do this, the teacher needs to include in the project of each lesson a list of not only new, but also repeated words in it (weakly learned, not used for a long time, in need of reinforcement). There are various ways to enrich students' vocabulary. Here are a few strategies to achieve this.

*Lexical games.* They are situational-variative exercises in which it is possible to repeatedly repeat a speech sample in conditions close to real speech communication with its inherent features - emotionality, spontaneity and purposefulness of influence. Lexical games focus students' attention on lexical material, aim to help them acquire and expand their vocabulary, illustrate and practice the use of words in communication situations.

Lexically directed exercises in the form of a game contribute to the development of students' attention, their cognitive interest, and help to create a favorable psychological climate in the classroom.

*Memory game:* The teacher writes on the board the words or phrases that need to be fixed. The teacher asks to turn away or close your eyes and erases one LE. Students must guess which LE is missing and write it correctly on the board.

*Snowball game:* when starting the game, the teacher says the first word. Each subsequent student must name all the previous words in the order in which they were included in the game, and say a new word. If someone forgot a word or mixed up the order, he is out of the game.

*Team game:* students are divided into two teams, a student from the first team calls the word in English, and students from the other team must say the given word in English as quickly as possible and get a point for it. The game is played for 5 minutes. The team with the most points wins.

*Forbidden words.* “Forbidden words” - are simply words that students are not allowed to use in their work. Make your list of «forbidden» words - these are simple words that your students use over and over again when they could use more complex vocabulary (for example, like, interesting, boring, good, nice, bad, big, run, etc.).

However, take a moment to discuss the «allowed» synonyms for each of these words, to discuss the nuances of the meanings. It would be a great idea to make a poster with the «forbidden» word and its alternatives. For example: Interesting: amusing, enjoyable, entertaining, fascinating,

gripping, absorbing, newsworthy, arresting, captivating, exceptional, magnetic, etc. Do not forget to discuss the stylistic features of synonyms.

*Vocabulary family.* Imagine that you have a choice: your students can learn 1 word or 5 at once. Which would you prefer? Naturally, we want our students to learn as much as possible when it comes to vocabulary. One way to achieve this is to introduce vocabulary through related words or “vocabulary families”. Instead of a single depend verb, your students will be familiar with dependence, dependent, independence, independent. At the same time, we will get acquainted with the methods of word formation.

*Graphic organizer.* Draw an A4 sheet of paper into four rectangles. At the intersection of these lines, write the word or phrase you want to remember. Sign each rectangle, starting from the top left clockwise:

- Description: Define the term using your own words.
- Characteristics: Give at least 3 interesting characteristics of the term.
- Synonym: What is it like?
- Antonym: What is it not like?

Students use their vocabulary to fill in the boxes. Supplement them with drawings or diagrams.

The «Graphic Organizer» memory method helps students learn new words. If you define new lexical units in your own words, give examples from familiar situations and visual images, then any word will be imprinted in your memory for a long time.

How to work with the graphic organizer in the classroom:

- Training. Define a list of words to study within a particular topic. Working with a group of 3-4 students, have each group study one word.
- Mini demo. Explain to the class what a graphic organizer is and how to fill in the boxes.
- Group work. Make it easier for students to work on new words by discussing with each group the word given to them. Use leading questions to encourage the group to think along the lines you want.
- Discussion in class. Have one student from the group present their word. Let members of different teams talk to each other and get to know other words. 2-3 minutes is enough for this, so as not to interrupt the rhythm of the lesson.

*Use of dictionaries.* Learning a new word always starts with a dictionary. At present, it is more convenient to use electronic dictionaries for working with new words, because they not only significantly exceed book ones in volume, but also find the desired word or phrase in a few seconds, electronic dictionaries contain more neologisms, since the language is a reflection of the real life of people, their culture. All new vocabulary cannot be adequately reflected in «paper» dictionaries for the simple reason that they take too long to develop. In fact, many dictionaries that were formed in the linguistic atmosphere of the middle of the century are very outdated.

They do not indicate the modern meanings of old words, and many new words are simply missing. This has become especially evident with the development of the Internet: most of the Web pages consist of English texts written in living modern language, using colloquial vocabulary and slang. Only the use of electronic dictionaries can solve this problem. Mass software products, such as electronic dictionaries, are characterized by frequent version changes and constant feedback from thousands of users.

Electronic dictionaries contain not only transcription, but can also pronounce words.

The most common are ABBY Lingvo, Multilex, Multitran, Cambridge Dictionaries Online. I would like to introduce you to the following site <http://wordsteps.com>, which allows you to perform work similar to working with your own dictionary (Vocabulary). We click on the «create a new dictionary» button, give it a name, drive words and translations into special fields, and the program creates exercises. There are several types of exercises, such as multiple choice, word building, and

performance statistics. You can use thematic dictionaries already compiled by other people. There are word limits in the free version.

*Wall of words.* The effectiveness of learning depends on the effectiveness of the learning environment, and the classroom, as part of such an environment, plays an important role. Invite your students to be active participants in the vocabulary building process with the Word Wall. Ask students to write down new words for them that they will meet in extracurricular life. The word must be written on a small card, and on the reverse side - a definition and an example, and the card should be placed on the «Word Wall». Each student can get familiar with the words.

After some time, you can ask students to come up with and play games with classmates with these words (Crosswords, Deaf Phone, Field of Miracles, etc.) Students usually like that they «had a hand», and such words are remembered better. *Flash cards.* Cards should be easy to use. It is necessary to choose the right size for cards that will fit comfortably in the palm of your hand, which will be easy to shift.

- The cards use thick paper or cardboard, and cards can be laminated for longer use.
- A word in a foreign language is placed on the front side of the card, it is possible to add a transcription and an example of the use of the word in a sentence. On the reverse side is placed a picture or a translation indicating the lexical meaning of the word.

Using flash cards is an effective method for:

- Learning the graphic form of words
- Memorization of lexical meaning
- Fast speech reproduction of a word (reading)
- Transition of words from passive to active vocabulary (use in speaking)
- Increasing motivation to learn a foreign language.

You can make flash cards with phrasal verbs and idioms.

*Memory cards.* The Mind Map acts as an alternative to the traditional ways of processing and transmitting information (notes, brief notes, diagrams, etc.). This alternative is more productive, as it has a natural psychological basis, and most importantly, it turns the student into an active creator of his own knowledge.

The psychological basis of the memory card method is associative thinking. The memory card itself, from the point of view of its creators, is a model of how our brain works.

It is enough to reproduce in memory one object of this information map, and it will pull dozens of interconnected facts, events, sensations in a chain. This is how multidimensional associative thinking arises, which allows you to see not just an object of the surrounding world in itself, but in interconnection with other objects.

This is the principle of the memory card.

There are certain rules for creating mind maps developed by Tony Buzan, which are described in detail in his book “How to Mind Map”, namely:

1. The main idea, problem or word is located in the center. Buzan attaches almost the main importance to highlighting the keyword of the associative chain
2. To depict the central idea, you can use drawings, pictures.
3. Each main branch has its own color.
4. Only colored pencils, markers, etc. are used to create maps.
5. The main branches are connected to the central idea, and the branches of the second, third, etc. orders are connected to the main branches.
6. Branches should be curved, not straight (like the branches of a tree).
7. Above each line - a branch, only one keyword is written.
8. For better memorization and assimilation, it is desirable to use drawings, pictures, associations about each word.

The result of the work is an individual product of one person or one group. Expresses individual capabilities, creates space for the manifestation of creative abilities.

Benefits of mind maps:

- easy to use
- show connections between phenomena, the logic of thinking
- contribute to better memorization of information
- collect together a large amount of data
- develop creativity, thinking

This technique is good to use in group work at the stage of consolidating the passed lexical material on a specific topic.

*Rhymes, poems, songs.* The study of lexical units takes place in a playful way, which contributes to the comfortable state of students in the lesson. Children usually have unstable attention. Therefore, it is imperative that in the lesson plan it is necessary to provide for the types of work that relieve stress, switch the attention of children, and cause a positive emotional mood. Learning rhymes, poems meet the age and psychological characteristics of children. They are easy to learn, have such features as rhythm, sound repetition. Reading poetry is fun for kids. And what is experienced emotionally positively remains in the memory for a long time, leaving a trace in the mind of the child.

Thanks to rhyme, lexical and grammatical structures are easily activated in oral speech.

The fundamental point here is the use of an authentic speech sample, and here songs and poems have many advantages over prose material. They are easy to introduce, easy to remember, you can sing in chorus, which removes the psychological pressure from insecure students. In genuine song material, there are often whole phrases and individual lexical units that are specific to colloquial speech.

*Crossword.* Crossword puzzles are a great way for students to activate their vocabulary. This strategy can be used in the first lesson of a new topic. Students remember the words they will use in the next lesson.

A crossword puzzle is a great way to review what you've learned before doing a test. Invite students to make a crossword puzzle using new words from the topic studied. They will repeat their spelling, remember the meanings.

For weak students, you can attach a thematic list of words to the crossword so that they can choose the right ones.

Of course, the list of strategies for expanding students' vocabulary can be continued, and each teacher will choose those methods that are closer to him. The main thing to remember is that work on vocabulary should be constant and systematic.

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