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**«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»**

студенттер мен жас ғалымдардың  
XII Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ

**СБОРНИК МАТЕРИАЛОВ**

XII Международной научной конференции  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ – 2017»**

**PROCEEDINGS**

of the XII International Scientific Conference  
for students and young scholars  
**«SCIENCE AND EDUCATION - 2017»**



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**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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The project's success depends mostly on the teacher's ability to create the conditions that promote the formation and development of creative, cognitive, communicative, organizational and activity-related abilities of students.

Modern teaching methods tend to create positive and meaningful attitude among students towards learning language, presenting it as a reflection of social-cultural reality, as a phenomenon of multinational culture. This is one of the main ways to create (through learning languages) an effective framework for international mutual understanding.

The role of the students' independent (individual) work, that provides the development of student's creativity, is also indisputable for most the existing concepts of leaning languages.

In summary, it should be noted that according to didactics there are no such universal methods and approaches that would always assure success. Any of the methods separately cannot provide necessary results. Application of any training methods shall be performed not in itself, but in the context of pedagogical system, considering its elements and features, student population, learning/teaching objectives, syllabus, etc. Implementation of teaching methods should be methodically organized to realize their potential and provide educational capabilities.

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## **THE EFFECTIVE WAYS OF USING VOCABULARY GAMES AT THE ENGLISH LESSON**

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Over the past years the need of using a foreign language appears in all areas of a science and culture. Language defines the national identity of people, their collective history, their life experience and the social life style in this country. Teaching today has changed a lot at the last years. A lot of teaching methods can be used in foreign language class, meantime teaching foreign languages must be modernized. This article focuses on the use of vocabulary games inside the classroom and it argues that games can be a good teaching method when teaching foreign languages. It looks at why vocabulary games should be used as a teaching method and how in order to maximize the positive result on language learning. Vocabulary games have many characteristics which help the teacher to teach vocabulary in a useful and appropriate way, and as much as they play, they will be more developed.

According to English scientist Steve Sugar: "Vocabulary games have a positive effect on the formation of cognitive interests of students: contribute to the conscious development of a foreign language. Learners actively, enthusiastically work, help each other, listen carefully to their comrades; the teacher manages the educational activity " [1]. According to I-Jung the benefits of using vocabulary games in language - learning include those games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners [2]. Decarrico states that words should not be learnt separately or by memorization without understanding. Moreover, "learning new words is a cumulative process, with words enriched and established as they are met again". Therefore, the "look and remember" way of vocabulary learning seems to be not very effective for learners of the English language. Uberman also affirms the helpful role of games in vocabulary teaching after quoting and analyzing different opinions of experts. From her own teaching experiences, Uberman observed the enthusiasm of her students in learning through games. She considers games a way to help students not only enjoy and entertain with the language they learn, but also practice it incidentally [3].

In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. For example, learners face difficulties to learn and to remember new words. As a result, language educators and teachers are searching for useful methods to be used to facilitate for them the learning of vocabulary. Teacher must work twice as hard to reinforce vocabulary and to stress its importance. vocabulary games can help to keep a student engaged in the lesson.

There are numerous techniques and methods that can be used to introduce vocabulary; however, if the teacher wants learners to remember new words, teacher should present them in context, practice them, and revise them to avoid forgetting. So, the learning of vocabulary items depends on the way they are presented and the way they are revised. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making.

Over the past decade, Mark Koprowski has put together a variety of sure-fire and engaging vocabulary recycling activities drawn from a number of sources: resource books, teachers, trainers, and some of which are of his own invention. Ones of them:

The pair or group that can remember the most items wins. Variation: To add a spelling accuracy component, teams can also earn an extra point for each correctly spelt item.

- Last One Standing. Giving the class a topic (e.g. clothes, animals, things in a kitchen) and ask them to stand up, in a circle if possible. Clap out a beat and say, one, two, three, followed by a topic-related word. After the next three beats, the next student in the circle gives a word related to the topic, and so it continues. Anyone who can't think of a word or repeats a word already said has to sit down and it's the next person's turn. The winner is the last one standing [4].

- Pictionary. Divide the class into teams. First team sits in a group on one side of the classroom, second team sits on the other side. The teacher flashes them a word, phrase, or expression written on a piece of paper. The students have one minute to get their respective team to say the item only by drawing pictorial clues on the board. Written words, verbal clues, or gestures are forbidden. The first team to say the word scores a point. Variation: The teams review their notes from prior lessons, and collectively come up with a list of items the other team will have to draw.

- Charades. Charades is quite similar to *Pictionary*, but it uses actions to communicate the secret word in place of photos. This is a great game for those days when class is dragging and people are falling asleep. Get them up and get them moving!

- Bingo. The teacher writes up 10 words, phrases or expressions on the board. Each student chooses any 5 of the items from the board and writes them down. The teacher then selects one of the items at random and offers a brief definition or synonym of the item but does not say the word itself. If a student thinks they have the word the teacher described, they tick it. When a student ticks all of their words, they shout BINGO!! The first student to shout BINGO wins the round. Additional rounds can be played with different sets of words. [ 5]

Games like bingo provide an interesting and motivating way to review and reinforce vocabulary words. The next vocabulary game can be considered as evidence of the opinion of the I-Jing. This game can range from 10 minutes to a whole lesson, it takes time before starting to prepare the group work and it might be too much to rotate seating or even the desk arrangement in the classroom. The teacher must decide which words he will use and how many minutes the groups will get to think of related words. Students are divided into groups and they get a piece of paper and decide who should be the writer of the group. When all groups are ready the teacher writes a certain word on the blackboard, for example the word weather. Then the students are supposed to work together in their groups to come up with as many words as possible that are related to the word weather, for example: rainy, sunny, cloudy, wet, dry, hot, and cold. The students must keep their voices down because they cannot let the other groups hear their ideas because the groups are competing with each other and at the end the score is counted and the team with the most points wins. This fast-paced motivating game offers a competitive or cooperative way to review vocabulary. The next game is called Categories. Students will beg to play this game once they get the hang of it! It's a great way to fill up the last few minutes of class, too.

Have students draw six columns on their paper and write a category at the top of each column. Popular categories include food, names, cities or countries, furniture, verbs and clothing. Choose a random letter and write it on the board. Give students enough time to write down a word for each category that starts with that letter.

- Letter scramble. Take a list of words that students have recently learned and write a scrambled version of each on the board. Allow students to unscramble the words on their paper. The first one to finish deciphering all the words wins [6].

In teaching English teachers need to be aware about why, how and when to use vocabulary games. Moreover, it is preferable for teachers to design a specific and steady time for implementing games. Students may even write down lines of new words without any idea of the real use of them in context. Working this way, after a short period of time, many learners may find out that learning vocabulary in lists does not satisfy themselves, and they think the cause for it is just their bad memorization. Research and publications have shown that this is not a very effective way to study. Reading is a great vocabulary-building activity. Large vocabulary, active participation in all spheres of communication, helps students in all their educational career and beyond. The example of reading vocabulary games is "Three Questions" game. Rather than just asking students to look words up in a dictionary, help them to understand the word on a deeper level by asking them to answer three questions about each new word: What is it? What is it like? What are some examples? By coming up with analogies and examples, students can see the word in a broader context and demonstrate whether they have a good grasp of the word. As learners think more deeply about a word and make connections between familiar and unfamiliar terms, they solidify their learning [2]. When teachers find ways to fully engage students in the learning process, learning vocabulary is becoming more pleasant. Teachers also help students work out different ways of conducting effective vocabulary games by their lesson plans, handouts for games and their helpful advice. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities.

Based on all of the information above it seems clear that vocabulary games can and should be used as a teaching method when teaching languages. One reason why vocabulary games could work well as a teaching method is because of the change that has occurred in teaching, where students have been becoming much more active in the whole learning process. Besides giving students a chance to be more active, games usually place the teacher in a background role, and therefore allow the students to take on more responsibility. It has also been made clear that games help create diversity and that can be very helpful in sustaining interest amongst students in the school. The main objectives of these games, besides having fun, is to teach students to work in teams, to increase their vocabulary, and because they have to write down the words they will also receive practice in their spelling. And we defined that the role of vocabulary games in teaching cannot be denied; they bring real world context into classrooms. They acquaint students with new items and

help them consolidate lexical knowledge of words. They can keep their minds active through playing with words and letters what help also developing their communicative competence.

And also such activities include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it.

In summary, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms and is a way to make the lessons more interesting, enjoyable and effective. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence, useful and effective tools that should be applied in vocabulary classes.

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### **EXAMINATION OF PHYTONYMS' CULTURE-DETERMINED CONNOTATIONS**

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Studies of phytonymic vocabulary, unlike zoonymic, have not yet become systemic in domestic linguistics. The published monographs and articles often involve phytonyms as illustrative material, also to describe phytonymic functions according to Maslova, can be regarded as the 'key' to solving world's national vision [1, p. 145]; tree, oak, etc. while comparative analysing of connotative meanings in Russian and Spanish [2, p. 243]; mimosa, cucumber, burdock, etc. in the study of linguistic metaphors [3, p. 87].

In recent decades in the theses phytonyms have increasingly become the subject of independent research: there is made a systematization and classification of Russian phytonyms for thematic groups on the lexical and derivational levels; described the national identity of phytonymic Russian language in comparison with the same lexical units in twelve languages; analyzed the functioning of the names of plants as part of sustainable comparisons. However, several issues remain to be unresolved: there is not designed terminological apparatus, poorly understood culturally deterministic connotations of phytonyms in the aspect of comparative cultural linguistics and phytomorfea as the phenomenon as a whole. The purpose of this article is to analyze the classification of phytonyms from different perspectives.

While our investigation conducting, as a result of continuous sampling phytonymic vocabulary, was made basic list of names of flora, 675 tokens. From these units were selected phytonyms, followed in the MAC, Tolkovyĭ slovar russkogo yazyka S.I. Ozhegova, A Dictionary of