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БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
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Астана

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

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Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

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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VOCABULARY IN FOREIGN LANGUAGE TEACHING

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The article discusses the role of vocabulary in foreign language teaching. There were given various stages of teaching vocabulary in domestic and foreign methodology and formulated crucial principles of vocabulary teaching.

 "Without grammar very little can be conveyed….but without vocabulary nothing can be conveyed" [1].

Joining to the Bologna Convention and the creation of a single European educational space brings new requirements for specialists who speak foreign languages. However, a large number of students are insufficiently learning lexical part of speech in oral foreign -language. One of the main reasons for this is, in our opinion, the weak development of some of the issues of foreign lexical teaching methodology.

Earlier, Methodists did not pay enough emphasis on learning vocabulary. The main argument of this problem concerns the use of the native language in the learning process. The issue of the selection of vocabulary and quantify the amount of vocabulary is not compromised. Special lexical exercises did not exist, it considered, that the assimilation of words can occur on the process of speaking, reading , translating, analyzing of texts and learning by heart [2].

Great importance was attached to the primary semantization of words, because the main task of the Methodists at that period considered providing durable memory of new words. Lexical exercises based on the positions of direct method and associative psychology, so the vocabulary is worked out first in the phrases, utilizing oral exercises or conversations, and then in the exercises by grouping vocabulary and by similarities of formal features or by contents. Such exercises created various associations and contributed to memorization, nevertheless it did not formed   the ability to use of vocabulary on speaking and reading. There was also a division passive and active stock of vocabulary, but most of Methodists implied under it incomprehension and reproduction, and the different stages of assimilation of words [3].

Researchers of vocabulary teaching issues have come to occupy an important place in the work of the Methodists. The methodical work of the terms "passive" and "active" had altered to "productive" and "receptive" by the way Methodists understood that there is a difference in the working out of these various layers of vocabulary [4].

The following changes in the work on foreign language vocabulary related to the published Dictionary-minimum, where the principles of selection have been identified and substantiated unit selection[5].

Considerable attention in this period has been given to various issues in vocabulary learning. I.V Rakhmanov recognizes the critical value of exercise, as for learning language material, so for the development of speaking skills[6].

Learning vocabulary becomes a way to form of speech activity. Developed a special vocabulary exercises: related works with synonyms antonyms and homonyms, related works with translation using a specific lexical material [7].

Before, attention was directed to the questions of methodological language typology. Methodists V.A Buchbinber and L.V Kalinin identified difficulties in the words depending on the operations which used in receptive and productive activities, that was progressive for that period[8].

In the foreign procedure is also carried out numerous studies on the role of vocabulary in language teaching. Researchers have shifted from methods, from concentrated learning to oriented learning. Rubin[9] and Stern [10] claimed that successful students use a variety of strategies to facilitate language acquisition. O'Malley and Chamot identified learning strategies as "special thoughts or behaviors, which individuals utilize to understand, learn or retain new information in the memory"[11]. Then they systematized them into three main groups: metacognitive, cognitive and social / emotional strategies.

Taking the main information of researchers, Oxford [12] composed the most complete classification of language learning strategies, which have been compiled five main strategies . Direct strategy consists of memory strategies, cognitive and compensatory. Indirect strategy includes metacognitive, emotional and social strategies. O'Malley & Chamot were also noted, that learning strategies are not the exclusive property of talent and it can be developed. After analyzing existed approaches in learning vocabulary of foreign language, Oxford and Scarcella [13] proposed a new approach based on the research. Compared to conventional approaches, where the student remained alone with a new vocabulary, this approach emphasized the learning strategy of studying vocabulary. Available word systematically grouped according to the analysis of students needs. New words introduced with the purposes, objectives and opportunities of each learner. The most beneficial strategy was considered guess words from context. However, it became clear that guessing words from context takes a lot of time, words, learnt in this way, would keep in the memory for a short time, rather than assimilated by other exercises. Therefore, foreign researchers have attained on a compromise version -explicit and implicit learning vocabulary [14].

I.S.P. Nation identifies four principles of learning to lexicon[15]:
1.   principle of minimizing the language;
2.   the principle of a differentiated approach depending on the learning vocabulary purpose;
3.   the principle of the interconnected learning vocabulary and types of speech activities;
4.   the principle of consciousness, including the reflection;

Generally ,agreeing with the classification of I.S.P. Nation, it is not unnecessary to append a few essential principles.
1. the principle of visibility;
2. the principle taking account of the native language;
3. the principle of concentric features;
4. the principle of gradualism in the formation of lexical skills;
5.the principle of interdisciplinary coordination;
6. the principle of professional orientation training;

Accordingly, for a more effective vocabulary learning, it requires a combination of didactic(consciousness ,visibility, interdisciplinary coordination), linguistic (Minimization of the language, concentric features), psychological(the gradual formation lexical skills) and proper methodologically(accounting the native language) interconnected learning of vocabulary and types of speech activities, differentiated approaches depending on the purpose of vocabulary learning, professional orientation) principles, acting in close connection with each other.

Making the conclusion, it should be noted, that vocabulary is an extremely important aspect of language, and from the level of formation lexical skills rested on the ability of communication in foreign language. Learning vocabulary - it is a huge and long objective and the correct application of teaching principles can ensure positive results.

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STRUCTURES TO INCREASE INTERACTIVE COMMUNICATION BETWEEN SCHOOL STUDENTS

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Interactive skills are the communicatory skills used by individuals on a daily basis to interact with other people, both personally and in groups. According to L. Goertz the term interactive derives from English 'inter' - between, among, and 'active' - engaged, meaning that interactive communication is mutually or reciprocally active communication between people. [1] Lebedeva I. S., Pavlova E. B. are of the idea that the concept of 'interaction' in its authentic sociological meaning refers to actions of two or more individuals who are mutually interdependent. [2] To develop interactive skills in educational process teachers have to use a number of different techniques and approaches. Various methods, means and forms of active pedagogy have been perceived as «interactive». In the process of interactive skills development, all participants of the educational process interact with each other, exchange information, simulate situations, collaborate in solving problems, assess their peers' and their own behaviors thereby immersing themselves in the atmosphere of real cooperation and problem solving. [3]