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Bridging Theory and Practice”**

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практиканы ұштастыру» атты II көктемгі халықаралық
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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Инновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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NJSC “The L.N. Gumilyov Eurasian National University”
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II Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice”

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теории и практики»**

The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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THE ROLE OF ART-BASED ACTIVITIES IN VOCABULARY ACQUISITION AMONG YOUNG LEARNERS

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Introduction

Vocabulary acquisition is a fundamental component of foreign language learning, especially at the primary level [1]. For young learners, vocabulary serves as the basis for communicative competence and supports the development of listening and speaking skills. However, traditional teaching methods that rely on repetition and memorization often fail to ensure long-term retention and meaningful use of lexical items [2].

Young learners demonstrate better results when instruction corresponds to their cognitive and emotional characteristics [3]. They respond positively to activities involving creativity, movement, and visual support. For this reason, art-based activities such as drawing, crafts, drama, and music can play a significant role in vocabulary development [4]. These techniques activate multiple sensory channels, increase motivation, and create meaningful contexts for language use.

The purpose of this article is to analyze the role of art-based activities in vocabulary acquisition among young learners and to determine their pedagogical value in the preparation of future English language teachers.

Theoretical Background

Vocabulary development in early childhood is closely connected with cognitive and emotional processes [3]. Young learners think concretely and rely on visual and sensory support. Words presented through images, actions, and contextualized experiences are more effectively retained in long-term memory than isolated lexical items.

Multisensory learning theory emphasizes that information is better remembered when visual, auditory, and kinesthetic channels are activated simultaneously [4]. Art-based activities naturally integrate these channels. Drawing strengthens visual memory, drama activates kinesthetic learning, and songs enhance auditory retention.

Constructivist theory supports active learning, where students construct knowledge through experience [3]. Art-based tasks allow learners to interact with

vocabulary creatively rather than passively memorizing it. Furthermore, the theory of multiple intelligences highlights the importance of addressing different learning styles [5]. Artistic activities support visual-spatial, bodily-kinesthetic, and musical intelligences, making vocabulary learning more inclusive.

Thus, theoretical perspectives confirm that creative integration of art into language instruction positively influences lexical acquisition.

Art-Based Activities in Vocabulary Teaching

Art-based techniques transform vocabulary learning into an interactive and meaningful process by combining linguistic objectives with creative expression [4]. Unlike mechanical repetition, artistic tasks provide contextualized practice and encourage active learner participation. When vocabulary is integrated into creative activities, learners process lexical items at a deeper cognitive level and establish stronger associative links.

Visual arts activities such as drawing, painting, and labeling significantly contribute to lexical development [1]. When students illustrate new words, they connect linguistic forms with visual representations, which strengthens semantic memory. For example, during a unit on “weather,” learners may draw different weather conditions and describe them using simple sentences. Creating personal picture dictionaries, illustrated flashcards, or vocabulary posters allows children to organize lexical material independently. This personalization of content enhances ownership of learning and increases retention.

Craft and project-based activities involve hands-on interaction with materials, which is particularly beneficial for kinesthetic learners. While studying vocabulary related to “animals,” “food,” or “clothes,” students may create paper models, thematic collages, or simple mini-books. Such tasks require repeated use of target words in meaningful contexts. The physical manipulation of objects supports memory consolidation through motor activity. In addition, collaborative projects promote peer interaction, allowing learners to practice vocabulary through communication and negotiation.

Drama and role-play activities create realistic communicative situations where vocabulary is applied in context [6]. Simulations such as “At the Shop,” “At the Zoo,” or “My Family” dialogues encourage spontaneous lexical production. When learners perform short dialogues or dramatize stories, they practice pronunciation, intonation, and contextual word usage. Pronunciation and accent can also be developed through repeated listening and imitating of model speech, including imitation techniques [7]. Emotional engagement during acting reduces fear of making mistakes and increases confidence. As a result, vocabulary is not only memorized but also actively used in speech.

Music-based activities, including songs, chants, and rhythmical repetition, play an important role in reinforcing vocabulary [2]. Rhythm and melody facilitate memorization, especially when combined with gestures or movements. Action songs that include vocabulary related to body parts, actions, or daily routines activate auditory

and kinesthetic memory simultaneously. Repetition embedded in musical structure makes lexical practice natural and enjoyable.

It is important to emphasize that the effectiveness of art-based activities depends on systematic planning. Artistic tasks must be directly connected to clear lexical objectives and integrated into lesson stages such as presentation, practice, and production. When used purposefully, these techniques enhance engagement, improve retention, and foster communicative competence among young learners.

Research Methodology

The study employed a qualitative research design aimed at evaluating the effectiveness of art-based activities in vocabulary acquisition among young learners. The research was conducted at Gymnasium, No. 6 in Astana, Kazakhstan, an institution that offers English language instruction at the primary level. The school was chosen because of its emphasis on communicative language teaching. Participants included learners aged 7–9 with comparable levels of language proficiency. The classroom atmosphere was conducive to the implementation of creative and interactive pedagogical activities.

Two groups were selected for comparison. The duration of each lesson was 45 minutes, and the intervention was carried out over a four-week period with two lessons per week. The same teacher conducted lessons in both groups to ensure consistency in instruction. The experimental group received vocabulary instruction through systematic integration of art-based activities, while the control group followed traditional instructional methods, including textbook exercises, repetition drills, and translation tasks. Both groups studied the same lexical themes during the four-week instructional period.

Data collection methods included vocabulary pre-tests and post-tests to measure lexical retention, classroom observation to assess engagement and participation, and analysis of students' creative products. The assessment criteria focused on both receptive and productive vocabulary knowledge. Learners were evaluated based on their ability to recognize target words, use them in simple sentences, and demonstrate understanding in context. The pre-test identified the initial vocabulary knowledge of learners, while the post-test evaluated their ability to identify and apply key vocabulary after instruction.

During the intervention, the experimental group participated in drawing and labeling tasks, craft projects, short role-plays, and action songs related to thematic vocabulary such as “animals,” “family,” and “daily activities.” The control group practiced the same vocabulary through reading exercises, gap-filling tasks, and oral repetition.

All activities were adaptable to the age and language level of the learners to ensure accessibility and effectiveness. The tasks were designed to be simple, engaging, and appropriate for young learners' cognitive development.

The collected data were analyzed by comparing vocabulary test results and

examining qualitative indicators such as student motivation, participation frequency, and confidence in speaking activities. This comparative analysis allowed for evaluating the pedagogical impact of art-based instruction.

Results and Discussion

The findings indicated that the experimental group demonstrated higher vocabulary retention than the control group. Post-test results showed more accurate recall of lexical items and greater ability to use target words in simple oral sentences. In contrast, the control group showed satisfactory recognition of vocabulary but less confidence in spontaneous usage.

Classroom observations revealed that learners in the experimental group were more actively involved in lesson activities. They displayed higher levels of enthusiasm, creativity, and willingness to participate in speaking tasks. Art-based activities created a positive emotional atmosphere, which reduced anxiety and encouraged interaction in English.

The improvement observed in the experimental group supports theoretical assumptions about multisensory learning and emotional engagement [3], [5]. It was also observed that learners in the experimental group relied less on their first language during activities and attempted to use English more frequently. Visual, auditory, and kinesthetic stimulation contributed to deeper cognitive processing of lexical material. The combination of creativity and repetition strengthened memory retention and facilitated transition from passive recognition to active production.

Furthermore, collaborative projects and role-play activities promoted communicative competence by encouraging meaningful vocabulary use rather than isolated memorization. Students were able to apply lexical items in realistic contexts, which enhanced their overall language confidence.

However, it should be noted that the duration of the study was relatively short, and long-term retention of vocabulary was not measured. Further research is needed to investigate the sustained impact of art-based activities over a longer period.

In addition, the use of art-based activities supported the development of a positive classroom atmosphere, where learners felt more comfortable expressing themselves. This environment contributed to increased participation and helped students engage more actively in the learning process.

In conclusion, the results confirm that systematic integration of art-based activities into vocabulary instruction positively influences both linguistic outcomes and learner motivation. These findings highlight the pedagogical value of creative approaches in primary English language education.

Implications for Teacher Education

The findings of the study underline the necessity of preparing future English teachers to effectively integrate art-based methods into vocabulary instruction. In modern primary education, teachers are expected not only to deliver lexical content but also to create motivating and developmentally appropriate learning environments.

Therefore, teacher education programs must include systematic training in creative pedagogical strategies [6].

First, methodological courses should emphasize the principles of designing art-based vocabulary lessons. Future teachers need to learn how to formulate clear linguistic objectives and align artistic tasks with specific lexical outcomes. Creative activities must support language acquisition rather than distract from it. Training should focus on lesson structuring, scaffolding techniques, and balancing creativity with measurable learning results.

Second, teacher preparation programs should provide practical experience through workshops and microteaching sessions. During such sessions, trainee teachers can design vocabulary tasks that involve drawing, role-play, crafts, or music, and receive feedback on their implementation. Practical training helps future educators understand how to manage time, organize materials, and maintain classroom discipline during creative activities.

Another important aspect is classroom management. Art-based activities often involve movement and group interaction, which require effective organizational skills. Teacher education programs should therefore address strategies for guiding collaborative work, encouraging equal participation, and supporting learners with different levels of language proficiency.

Additionally, future teachers should be introduced to reflective practice. After implementing art-based tasks, educators must be able to evaluate their effectiveness in terms of vocabulary retention and student engagement. Developing analytical skills enables teachers to adjust their methods according to learners' needs.

By acquiring these competencies, future teachers will be better equipped to foster creativity while maintaining pedagogical purpose. Such preparation contributes to the development of innovative and flexible professionals capable of responding to contemporary educational demands.

Conclusion

Art-based activities play a significant role in vocabulary acquisition among young learners by transforming traditional lexical instruction into an engaging and meaningful process. Through drawing, crafts, drama, and music, learners interact with vocabulary in multisensory and emotionally rich contexts. This approach promotes deeper cognitive processing, strengthens memory retention, and supports communicative competence.

The results of the study demonstrate that systematic integration of artistic techniques into vocabulary lessons leads to improved lexical retention and higher learner motivation. Students exposed to creative tasks show greater confidence in using new words and demonstrate increased willingness to participate in classroom interaction.

These findings confirm that art-based methods should not be considered supplementary entertainment but rather effective pedagogical tools grounded in

educational theory. Their implementation contributes to a supportive classroom atmosphere that encourages experimentation and active language use.

Therefore, incorporating art-based approaches into teacher education programs is essential for preparing competent and innovative English teachers. By combining linguistic objectives with creative methodologies, educators can enhance vocabulary acquisition and foster positive attitudes toward language learning among young learners.

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INTEGRATING ARTIFICIAL INTELLIGENCE TOOLS INTO FOREIGN LANGUAGE TEACHING

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Abstract. The rapid evolution of Artificial Intelligence (AI) has fundamentally transformed the landscape of foreign language education. Traditional pedagogical methods, characterized by static instructional materials, are increasingly being augmented by AI-driven tools that provide personalized, adaptive, and immersive learning experiences. This article explores the integration of Large Language Models (LLMs), speech recognition systems, and intelligent tutoring platforms in the classroom. AI facilitates real-time feedback, enhances phonetic accuracy, and