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DIFFICULTIES WITH VOCABULARY LEARNING

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Abstract. The topic of vocabulary learning has always been in the center of discussion of many scholars. The lexical approach concentrates on developing students' lexis competence, or words and word combinations. A distinction is made between vocabulary – traditionally understood as a stock of individual words with fixed meanings – and lexis, which includes not only the single words but also the word combinations that we store in our mental lexicons.

Key words: formation of vocabulary, expanding, pronunciation, competence, spelling

Аннотация. Тема изучения лексики всегда была в центре обсуждения многих ученых. Лексический подход концентрируется на развитии лексической компетенции студентов. Делается различие между словарем – традиционно понимаемым как запас отдельных слов с фиксированными значениями – и лексикой, которая включает в себя не только отдельные слова, но и словосочетания, которые мы храним в нашей памяти.

Ключевые слова: формирование словарного запаса, расширение, произношение, компетенция, правописание.

When speaking about the vital importance of teaching and learning vocabulary of a foreign language we don't think we can express this idea any better than it has been done by M. Lewis and Wilkins. M. Lewis compared the vocabulary with "the core and heart" of the language, and Wilkins pointed out that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". From our experience as tourists abroad we know that with certain number of the most widely used words in daily practice and having no idea of grammar it is possible to successfully communicate with the local people in the hotels, in the street, in cafes, transport and do shopping [1, p. 68].

No language learning can take place without acquisition of vocabulary and rely heavily on good knowledge of vocabulary. The process of forming vocabulary develops systematically and usually it is a continuous process. All foreign language learners know from their experience that the sole way of expanding vocabulary is rote memorization of the word list. At the same time, the students should be aware that the accumulation of vocabulary is an exclusively individual activity. Only student himself is responsible for his success in attainment of a sufficient level of lexical competence, which would enable him to decently speak English, and the task of the teacher is to encourage, promote and motivate students to learn words through equipping them with the appropriate skills so that they can take control of and responsibility for their own learning [2].

The topic of vocabulary learning has always been in the center of discussion of many scholars. One of them is M. Lewis, the author of lexical approach. The lexical approach concentrates on developing students' lexis competence, or words and word combinations. Instruction, according to M. Lewis's theory, should focus on the development of the students' abilities to comprehend and produce lexical phrases as unanalyzed wholes, or "chunks", relatively fixed expressions that native speakers use frequently in their speech, such as, "I'm sorry," "I didn't mean to make you jump," or "That will never happen to me," rather than an originally created sentences [3, p.212].

M. Lewis makes a distinction between vocabulary – traditionally understood as a stock of individual words with fixed meanings – and lexis, which includes not only the single words but also the word combinations that we store in our mental lexicons. He suggests the following taxonomy of lexical items:

- Words (e.g., *book, pen*),
- Polywords (e.g., *by the way, upside down*),
- Collocations, or word partnerships (e.g., *community service, absolutely convinced*),
- Institutionalized utterances (e.g., *I'll get it; We'll see; That'll do; If I were you.; Would you like a cup of coffee?*).
- Sentence frames and heads (e.g., *That is not as as you think; The fact/suggestion/problem/danger was*) and even text frames (e.g., *In this paper we explore; Firstly; Secondly; Finally*).

Collocation is a readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency. Some collocations are fully fixed, such as "to catch a cold", "rancid butter," and "drug addict," while others are more or less fixed and can be completed in a relatively small number of ways, as in following examples:

Blood / close / distant / near(est) relative;
Learn by doing / by heart / by observation / by rote / from experience;
Badly / bitterly / deeply / seriously / severely hurt (from Lewis 1997).

So, the key principle of a lexical approach is that “language consists of grammaticalized lexis, not lexicalized grammar.” In other words, lexis is central in creating meaning; grammar plays a secondary role in managing meaning. When this principle is accepted, the logical implication for teachers is that we should spend more time helping learners develop their stock of phrases, and less time on grammatical structures.

These are the activities which teachers can recommend the students to develop their lexical competence:

- Intensive and extensive listening and reading in the target language.
- First and second language comparisons and translation- carried out chunk-for-chunk, rather than word for word-aimed at raising language awareness.
- Repetition and recycling of activities, such as retelling a text one day and again a few days later to keep words and expressions active that have been formerly learned .
- Guessing the meanings of words and word combinations from context.
- Noticing and recording language patterns and collocations.
- Working with language corpuses created by the teacher for use in the classroom.

Formation of the student’s vocabulary is a very complex and multistage process. Ellis and Sinclair proposed the following list of criteria for knowing a word:

- To understand the word when it is written or spoken;
- To recall it you need it;
- To use it with correct meaning;
- To use it in grammatically correct way;
- To pronounce it correctly;
- To know which other words you can (and cannot) use with it;
- To spell it correctly;
- To use it in the right situation;
- To know if it has positive or negative connotations;
- To know when (and when not) to use it [4].

Andrew Sheehan (2004) points out that all these cannot occur simultaneously. It may take long to fully know a word. All the criteria are of extreme importance. Let’s take the points “to know when and when not to use it” and “to use the word in the right situation”, e.g. the term *gravid*, meaning, ‘pregnant’, as a scientific term is appropriate in the following context:

‘The number of graved females peaks in April and once again in late summer’.

However, it would not be appropriate to use *gravid* in more general contexts, e.g.: *His wife was gravid with their second child* (wrong).

His wife was pregnant with their second child.

The points “to spell the word correctly” and “to pronounce it correctly” prove challenging to anyone learning the English language.

It is commonly known that the English spelling and pronunciation present many difficulties to learners, especially to beginners. Many words have the same pronunciation but different spelling. There are many jokes related to the aspect of learning the English word spelling like, e.g., “the spelling is ‘Manchester’ but reading is ‘Liverpool’”. Correct pronunciation is important for conveying the right meaning of a written word. Bad spelling is a hindrance for the reader to get the meaning of written language. Spelling is very important in written language, and any mistake in spelling can affect the written product and may lead to misunderstanding. Therefore, correct spelling of vocabulary is essential to convey the intended meaning.

Crystal describes English spelling with expression such as ‘chaotic’, ‘unpredictable’, ‘disorganised’ or ‘a mess’. It will be right if the teacher provides learners with the history of formation of English spelling system, which is the result of a process of development that has been going on for over 100 years and the complexities in the English spelling today are the outcome of the major linguistic and social events which have taken place during this period of time.’ [5, p. 68].

Spoken English has between 42 and 45 individual sounds, while the written form uses a 26-letter alphabet. Saying it simply, there are not enough letters to represent all the sounds of speech. Since in English a single letter can often be pronounced in a number of different ways, the task of a teacher is to thoroughly equip learners with the spelling rules, correct pronunciation by exposing learners to a lot of training and practice. At the same time, teachers should constantly remind the students that every student, himself, is responsible for his success in attainment of a sufficient level of spelling literacy, which would enable him to master English writing skills.

English pronunciation is also a tough area to master. Some English sounds can be difficult for learners, and there are also distinctions between sounds that some students find confusing because in their native tongue there may be no such distinction. These are three steps how to work over incorrect word pronunciation.

First, they need to be able to hear the difference between the incorrect and the correct sound. Then they need to learn how to make the correct sound. Finally, they also need to be able to recognize (when reading, for example) when and how to make the correct sound.

We would add to the criteria above one more point – to know the equivalent of the word in the native language. From our teaching experience we know well that students believe that knowing a word consists of knowing its translation in their language. Learning words through translation is effective way of formation and continuous expanding of students' vocabulary.

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NEW TEACHING AND INFORMATION TECNOLOGIES IN EDUCATION SYSTEM

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Abstract. The information society during training of competitive specialists requires from education not only new skills and knowledge, but also restructuring of strategic activity aimed at taking to consideration these features. That's why one of the most important tasks of the state level and education in general is informatization of society and training of specialists, possessing modern information and communication technologies. The use of modern information technologies in the educational process of institute of higher education requires changes in methods of teaching all disciplines

Keywords: Learning, communicative activities, independent work.

Аннотация. Информационное общество в процессе подготовки конкурентоспособных специалистов требует от образования не только новых навыков и знаний, но и реструктуризации стратегических мероприятий, направленных на учет этих особенностей. Поэтому одной из важнейших задач государственного уровня и образования в целом является информатизация общества и подготовка специалистов, обладающих современными информационно-коммуникационными технологиями.

Использование современных информационных технологий в образовательном процессе вуза требует изменений в методах преподавания всех дисциплин

Ключевые слова: Обучение, коммуникативная деятельность, самостоятельная работа

Educational technology is a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execution and evaluation of the educational process, i. e. learning and teaching and help with the application of modern educational teaching techniques. It includes instructional materials, methods and organization of work and relationships, i.e. the behavior of all participants in the educational process. The term "teaching resources" is commonly used, although they are not synonymous. The word technology is derived from the Greek word "techno" which means the willingness, skills, knowledge of the way, rule, skill, tools and "logos" which means science, word, learning, mental state. There is no single term for educational technology. Different countries use different terms and synonyms as educational technology, educational equipment, AV resources, the technology of teaching. Recently we often ask question about using the new information technologies in Higher Educational Establishment. The main task of teaching foreign languages (FL) is forming and developing communicative culture of students, teaching practical using foreign languages.

Depending on the use and benefits, the research by Lowther et al., (2012) suggests that education technology has not yet taken its place, in spite of their recommendations. This is probably the reason for the

СОДЕРЖАНИЕ

<i>Исмагамбетова Л.Ш.</i> Особенности внедрения полиязычного образования в Республике Казахстан. -----	3
<i>Bassett D., Shayakhmet A.</i> How to use the internet efficiently for research -----	7
<i>Antonyan Rusanna.</i> Workshop: “how to motivate students to create digital stories” -----	8
<i>Колмухамедова Н.Н.</i> English for specific purposes: concept of esp and curriculum design -----	8
<i>Мальцева Н.Г.</i> Лингводидактические исследования инпута в обучении иностранному языку. -----	11
<i>Абуханова А.Г.</i> Развитие языковой личности на базе корпусных данных -----	13
<i>Мулдагалиева А.А., Окушева Г.Т.</i> Difficulties with vocabulary learning. -----	16
<i>Артыкова Е.У., Алмабаева Г.Б.</i> Modern information technologies in education system -----	18
<i>Кашкинбаева К.С., Жунусова Д.А.</i> Языковая личность: этнокультурные и методические компоненты обучения иностранному языку. -----	21
<i>Болат Б., Набижанкызы З.</i> Tips for Ielts writing task 1 -----	23
<i>Нурмуханбетова А.А., Баймуратова И.А.</i> Interactive activities in the classroom . -----	27
<i>Жубанова К.Х., Попова Н.В.</i> Use irregular verbs correctly -----	30
<i>Карашина Г.Т., Оразаева Г.А., Жанадилова З.М.</i> Classroom activities for developing speaking skills -----	32
<i>Abdikajirova U., Aysultanova K.A.</i> Higher education (social workers) used to prepare the example of the pronouncements and pedagogical bases -----	35
<i>Penny Lew Chooi Yin., Seri Kembangan, Malaysia, Artykova E.U. Almabaeva G.</i> New teaching and information technologies in education system . -----	38
<i>Баймуратова И.А., Исабаева Б.</i> Ағылшын тіліндегі “ing” жұрнақты етістік формасының сөйлемде атқаратын қызметі мен олардың қазақ тіліне аударылу тәсілдері -----	40
<i>Карабаева Б.Н., Мадиева З.К.</i> Group work and pair work in teaching English -----	43
<i>Lomachenko N.L., Sabyrbayeva N.K.</i> The importance of teaching free communication -----	45
<i>Түлеубаева Б.Б., Жиренишина К.А.</i> Шетел тілінде білім берудегі жоба технологиясы. -----	47
<i>Abylkasova A.B., Artykova E.U.</i> Teaching vocabulary as an essential part of learning a foreign language for non native students -----	49
<i>Makhazhanova L.M., Aliyarova L.M.</i> Teaching the process of reading comprehension -----	52
<i>Omarova Sh.B., Omarova A.B.</i> Modern forms, methods and mean of distant learning -----	55
<i>Rakhmetova V.Zh., Madiyeva Z.K.</i> How to use new publications to give an effective lesson -----	57
<i>Smagulova A.S., Tastemirova B.I.</i> The problem of intercultural communication in foreign languages. -----	60
<i>Makhmetova D.M., Gumarova Sh.B.</i> Elsp teaching based on project works . -----	63
<i>Arinova B.A., Seitkerim B.E., Tleugabylova Z.A.</i> Educational and educative potential of spiritual and moral education programme of “self-knowledge” -----	66