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Бірінші беталыс – білім берудің әрбір деңгейін үздіксіз халықтық білім беру жүйесінің құрамдас бөлігі ретінде ұғыну. Бұл беталыс тек қана мектеп пен жоғары оқу орнының арасындағы сабақтастық проблемасын шешуді ұйғарады, сонымен қатар ол студенттердің кәсіптік дайындығын көтеру міндетін шешуді ескере отырып, жоғары оқу орны мен студенттердің болашақ өндірістік қызметінің арасындағы сабақтастық проблемасын шешуді ұйғарады. Бұл, өз кезегінде студенттердің оқу іс-әрекеттерінде өндірістік жағдайларды модельдеу міндетін қойды, ол барып оқытудың жаңа түрі – белгілік-контекстік оқытуды (А.А. Вербицкий бойынша) қалыптастырудың негізіне салынды.

Екінші беталыс – оқытуды индустриализациялау, яғни оны компьютерлендіру және онымен бірге жүретін оқытуды технологияландыру, ол қазіргі замандағы қоғамның интеллектуалдық әрекетін іс жүзінде күшейтуге мүмкіндік береді.

Үшінші беталыс – басымды ақпараттық формалардан проблемалық элементтерді, ғылыми ізденісті, оқушылардың өз бетімен жұмыс істеу қорын кеңінен пайдалануды енгізу арқылы оқытудың белсенді әдістері мен түрлеріне көшу. Басқа сөзбен айтқанда, бұл А.А. Вербицкийдің салыстырамалы түрде айтқаны бойынша, «ұдайы өндіру мектебінен» «түсіну мектебіне», «ойлау мектебіне» көшу беталысы.

Төртінші беталыс А.А. Вербицкий бойынша, «оқу-тәрбиесі беру процесін ұйымдастырудың қатаң тәртіппен бақыланушы алгоритм-делген әдістерінен және осы процесі дамытушы, белсендендіруші, жылдамдатушы, ойындық әдістеріне ауысудың психологиялық-дидактикалық шарттарын шарттарын қарастырумен.» байланыс-тырылады.

Бесінші және алтыншы беталыс оқушы мен оқытушының өзара әрекеттесуін ұйымдастыруға қатысты және оқытуды ұжымдық, оқушылардың бірлескен әрекеті ретінде ұйымдастыру қажеттілігін атап өтеді, бұл жерде ерекше назар *«оқытушының оқыту әрекетінен студенттің танымдық әрекетіне»* ауысады.

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VOCABULARY TEACHING STRATEGY

G.A. Orazayeva senior teacher

G.T. Karashina senior teacher

Z.M. Zhanadilova senior teacher

Al Farabi Kazakh National University Almaty, Kazakhstan

Abstract. This article is devoted to the problems of teaching vocabulary and activities for teaching consolidation strategies. The role of vocabulary is undeniable in learning foreign language. Different strategies help learners to achieve better results in their work. Students can choose the strategies that can be efficient for them.

Keywords: Extensive reading, vocabulary, consolidation, strategy, teaching method, memory strategy, metacognitive.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111–112). This point reflects our experience with different languages; even without grammar, with some useful words and expressions, we can often manage to communicate. Lewis (1993) went further to argue, “lexis is the core or heart of language” (p. 89). English, like in any other foreign language, some words are easier to learn than others. Easiest of all are the words more or less identical to the students' native language, like, for instance, the word "vocabulary." However, students might be trapped in their confidence with which they memorize such identical words, since English has a list of some problematic words, called "false friends". These false friends are words identical in form to certain Romanian words, but completely different in meaning. An example of this would be "sensible." While many students might confidently translate this word simply "sensibil," they will be astonished to find out that, the Romanian equivalent for "sensible" is in fact "rational," while the English equivalent for "sensibil" is "sensitive." This demonstrates the crucial importance of allotting a special lesson for these false friends and of encouraging students to practise them as often as possible.

Another aspect that makes English vocabulary difficult is the pronunciation of certain words. Research shows that words that are difficult to pronounce are more difficult to learn. Many learners find that words with clusters of consonants such as "health" or "crisps" are problematic. Length or complexity of the words is another characteristic of the difficulty of English vocabulary. A long word will be more difficult to memorize than a short one. Also, variable stress of words such as "necessary" and "necessity" can add to their difficulty. The meaning of the words is another controversial feature of the English vocabulary. When two words overlap in meaning, students are likely to confuse them. An example in this case would be the difference between "make" and "do." These words have the same meaning, but are used in different expressions. You "make a decision", but you "do homework." Students might find the use of these two words confusing.

It is important that teachers insist on the practice of vocabulary because with all their best will, students forget the words they learn. Jeremy Harmer identifies two main reasons that cause forgetting: interference from subsequent learning and insufficient recycling. Most teachers are aware of the fact that introducing a new vocabulary may imply forgetting the old one. This happens most frequently when words are taught that are very similar to the ones recently acquired because, according to Harmer, the new words have the effect of "overwriting" the previously learnt material. This is the reason why teachers should avoid teaching lexical sets containing words that have similar meanings to the previously ones.

The second cause that triggers forgetting is insufficient recycling of the vocabulary acquired. Research shows that frequent review of learnt material can dramatically reduce the rate of forgetting. Nevertheless, it is not enough to simply repeat words and to reencounter them in their original context. What really helps is to recycle the words in different ways and at equal levels of depth. Research argues that if learners use or encounter the words in a different way from that in which they first met them, then better learning is likely to be achieved. Another important aspect when recycling certain words is for students to make sure that they really understand the meaning and the use of those words. Students might also try to apply the new words to their real life events or activities.

One of the ways learning vocabulary is extensive reading

Extensive reading or substantial contacts with the target language are indisputable ways to improve vocabulary. But using only these ways needs much time. That is why we should use different methods to enrich the vocabulary of our students. The best way is (1) to teaching strategies for dealing with unfamiliar words.

Most part of vocabulary is learning out of the classroom, students do it alone at home. To learn how best to approach this task on their own is more useful. We should give them tools, skills to do it after the class and to be able to cope confidently without teacher's support. According to Cohen and Oxford directly instructing students in vocabulary learning strategies is recognized as a way to empower students to take control of and responsibility for their own learning.

Of course some students use strategies, but they do it unconsciously.

Vocabulary learning strategies are more effective when their use is conscious and direct. Other students do not know about use of the vocabulary strategies by their group mates. It would benefit students by developing their metacognitive knowledge about different strategies, by showing them how to use strategies efficiently, and by widening the range of strategies from they can choose.

As Wenden resumed "To be self-sufficient, students must know how to learn" (1986, 315)

The main aim is to encourage self-efficiency by helping learners recognize situations where they could use strategies, become aware of the strategies that are particularly suitable for them, and use those strategies effectively. O'Malley points out no single set of strategies works for everyone. The set of activities given in this article is based on an experimental approach to language learning (Kohonen 1992). It provides students with the opportunity to reflect on, experiment with and practice a range of strategies until they discover those they feel comfortable with and consider effective. They may be the strategies they already use, but students should have the opportunity to learn about alternative and develop the metacognitive knowledge, they need to allow them to make their own informed choices about vocabulary strategy use.

The profit of this approach is that students as individuals with previous experience and beliefs as its starting point and can accommodate a variety of individual learning style and preferences.

There is widely used taxonomy offered by Oxford (1990, 18-20). But for our purpose it is better to use Schmitt's (2010). He offers a more straightforward approach specifically concerned with vocabulary. He divides discovery strategies for learning vocabulary into two types: "determination" strategies and "social" strategies. The determination strategies – widely acknowledged as important for coping with unknown words – include using cognate knowledge, referring to reference works, and inferring meaning from context. The social strategies include asking someone helps with unknown words. Because discovery and social strategies are commonly discussed in various classes, the focus in this article is mainly on the strategies that receive less attention in our teaching environment, namely the consolidation strategies. (Sara Mercer p.27)

Consolidation strategies include social strategies, such as cooperative group learning, asking the teacher for help and using native speaker contact; memory strategies, such as using imaginary, loci methods, grouping words, the keywords method; cognitive strategies, such as word cards and lists or vocabulary notebooks and reviewing techniques; and metacognitive strategies to help students have a controlled overview of their vocabulary learning.

For successful strategy, instruction there is one precondition. It is the willingness by students to explore their beliefs about vocabulary learning. Sara Mercer proposes a list of activities for vocabulary consolidation strategies. These activities are not the unique solution to vocabulary instruction. There are some principles guiding the activities:

1. A prescriptive approach is inappropriate because learners have their own learning styles and preferences.
2. Learners researching their own learning style can raise their awareness of themselves as language learners and the role of vocabulary in language learning.
3. Reflecting on and discussing strategies with peers is an essential part of learning.
4. Metacognitive knowledge is extremely important for helping students make conscious, directed, autonomous, and efficient part of learning.
5. Learners should be actively in tasks and personalize strategies to meet their own learning style and preferences.
6. The rationale behind the various approaches and tasks should be made explicit to students.
7. Students need to be given adequate examples of and guided practice in using the strategies if they are to consolidate them and use them independently and efficiently.
8. Teachers should work in collaboration with students to guide them towards discovering and developing their own personal set of vocabulary consolidation strategies.

The first stage in the strategy work is preparation. Students need to be aware of the strategies they are going to use. Students should keep a journal of their vocabulary encounters. A journal is easy to maintain and can be kept anywhere. To ensure that students would understand the purpose of the task and where they should direct their attention, they were given some guidelines. The original intention is to allocate regular class time for a discussion and review of points raised in the journals, but time pressures necessitated that this was done only sporadically. Nevertheless, students report that keeping the journal caused them to reflect on vocabulary's role in language and their encounters with English vocabulary; help raise their awareness of strategies they use, hence of themselves as language learners; and made them aware of their own learning styles. The awareness is important in developing metacognitive knowledge about one's own language, which in turn is important if students are to become independent, self-directed learners. The next step is to ensure that students understand the fundamental principle that knowing a word does not simply mean knowing its meaning. After some work students come up with the following list of features required to know a word: pronunciation, translation, spelling, collocations. Register, grammatical patterns, word class, synonyms, and different meanings depending on context.

The second stage is discovering current strategy use and developing a taxonomy of vocabulary strategies. To introduce the vocabulary strategies they are already using and the role vocabulary plays in language learning, the students, in groups, draw their own lists of vocabulary strategies, drawing upon their journal entries and prior experiences. After such kind of group activity, students examine and discuss a taxonomy of consolidation strategies, which we discussed, using examples. Students categorize their own list of strategies, their own or according to the headings. They can use the handout or devise a version of their own.

The third stage is exploring and experimenting with various strategies.

English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words (Nation & Meara, 2010). Teaching vocabulary is not just about words; it involves lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it, which the next chapter explores.

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