

B.T. Kerimbayeva^{1,2} , **B.G. Abzhekenova^{1*}** 

¹Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan, Turkestan

²K. Zhubanov Aktobe regional university, Kazakhstan, Aktobe

*e-mail: bibinur.abzhekenova@ayu.edu.kz

METHODS FOR EXPANDING THE ENGLISH VOCABULARY OF SECONDARY SCHOOL PUPILS

This article discusses the methods and techniques for developing vocabulary in English lessons for students. Since a large vocabulary affects the effectiveness of a lesson, we focused on discussing vocabulary development techniques. When writing the article, the works of foreign and Kazakh scientists in this area were considered. The study used methods of analysis and synthesis, as well as questioning as an empirical study. The purpose of this article is: a) to analyze active methods that affect the effectiveness of the lesson; b) reveal the importance of vocabulary. To achieve this goal, vocabulary development methods were discussed, the results of which are used to develop pupils' English vocabulary. Working with the dictionary during the lesson significantly affects the improvement of the language skills of students. therefore, with the help of these methods, students not only develop their vocabulary, but also learn to speak and write correctly, and also increase student interest in the subject. In addition, the best practices taken increase the teacher's creativity and it improves the quality of the lesson. This means raising the level of learning using new technologies and methods, avoiding the monotony of lessons.

Key words: vocabulary, language, methods, effectiveness, development, secondary schools.

Б.Т. Керимбаева^{1,2}, Б.Г. Әбжекенова^{1*}

¹Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Қазақстан, Түркістан қ.

²Қ. Жұбанов атындағы Ақтөбе өңірлік университеті, Қазақстан, Ақтөбе қ.

*e-mail: bibinur.abzhekenova@ayu.edu.kz

Орта мектеп оқушыларының ағылшын тілінен сөздік қорын кеңейту әдістері

Бұл мақала орта мектеп оқушыларының ағылшын тілі сабағында сөздік қорын дамыту әдістері мен тәсілдеріне қатысты. Сөздік қорының көп болуы сабақтың тиімділігіне әсер ететін болғандықтан, біз сөздік қорды дамытуға арналған әдістерді талқылауды басты назарға алдық. Мақаланы жазу барысында шетелдік ғалымдар мен қазақстандық ғалымдардың осы бағыттағы еңбектері қарастырылды. Бұл зерттеу жұмысында анализ және синтез әдістері, сондай-ақ, эмпирикалық зерттеу ретінде сауалнама қолданылды. Бұл мақаланың мақсаты: а) сабақтың тиімділігіне әсер ететін белсенді әдістерді талдау; б) сөздік қорының маңыздылығын ашу. Осы мақсатқа жету үшін сөздік қорын дамыту әдіс-тәсілдері талқыланды. Алынған нәтижелер орта мектеп оқушыларының ағылшын тілінде сөздік қорын дамыту үшін қолданылады. Сабақ барысында сөздік жұмысын жүргізу оқушылардың тілдік дағдыларын жақсартуға айтарлықтай әсер етеді. Сондықтан, осы әдістер арқылы оқушылар тек сөздік қорын дамытып қана қоймай, грамматикалық тұрғыдан дұрыс сөйлеуді, жазуды үйренеді және оқушылардың пәнге деген қызығушылығының артуына септігін тигізеді. Сонымен қатар, алынған таңдаулы әдістер мұғалімнің шығармашылығын арттырып, сабақтың сапасын жоғарылатады. Бұл дегеніміз – сабақ барысын бірсарынды өткізуден алшақтатып, жаңа технология мен түрлі әдіс-тәсілдерді пайдаланып білім алу көрсеткіштерін арттыру болып табылады.

Түйін сөздер: сөздік, тіл, әдістер, тиімділік, дамыту, орта мектептер.

Б.Т. Керимбаева^{1,2}, Б.Г. Абжекенова^{*1}

¹Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, Казахстан, г. Туркестан

²Актюбинский региональный университет им. К. Жубанова, Казахстан, г. Ақтобе

*e-mail: bibinur.abzhekenova@ayu.edu.kz

Методы расширения словарного запаса английского языка учащихся средней школы

В статье рассматриваются методы и приемы развития словарного запаса на уроках английского языка для школьников. Большой словарный запас влияет на свободное владение и использование иностранного языка учащимися, помогает эффективному проведению урока

учителем. В начале подготовки статьи был проведен обзор, рассмотрены работы зарубежных и казахстанских ученых по данному направлению исследования, использовались методы анализа, обобщения и синтеза. Далее было проведено анкетирование в качестве эмпирической части исследования, в котором приняло участие 115 респондентов. Цели данной статьи: а) проанализировать применения интерактивных методов обучения, влияющих на результативность проведения урока; б) продемонстрировать важность расширения словарного запаса иностранного языка для школьников. В обучении английскому языку были использованы методы развития владения языком и расширения словарного запаса детей. Работа со словарем во время урока существенно влияет на улучшение языковых навыков учащихся, поэтому при помощи данного метода ученики не только развивают свой словарный запас, но и учатся правильно говорить и писать, что повышает интерес учащихся к предмету. Кроме того, применение интерактивных методов повышает творческий потенциал учителя и улучшает качество проведения урока, диверсифицирует возможности проведения уроков.

Ключевые слова: словарный запас, язык, методы, эффективность, развитие, общеобразовательные школы.

Introduction

Multilingualism is a modern requirement. Including learning English is one of the main goals because, being able to speak English give us many opportunity for the future development. As well as, Nowadays number of user English is going increase rapidly. So, making conditions to learn language easily and quickly is important.

In the message of first President of Kazakhstan N. Nazarbayev on 6 February, 2008 which named “Growth of Welfare of Kazakhstan’s Citizens is the Primary Goal of State Policy” (N. Nazarbayev, 2008). In this message he discussed to improve language according to project “Unity of the Three Languages”

Today, as a civilized country, our relations with many foreign countries are strengthening day by day and our reputation is growing. This requires improving the teaching of a foreign language, mastering it in depth. And improving teaching, in our opinion, means increasing students’ interest in the subject. Today’s demand is that the goal of a foreign language teacher is to make language learners speak a foreign language, so the main task of the teacher is to select the most effective methods of teaching a foreign language in their lessons. However, it is known that there are many difficulties in learning a foreign language. One of them is to narrate the content of the text or express one’s opinion in a foreign language.

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Furthermore, Linse suggested that’ vocabulary development is an important aspect of their language development (Linse, 2005). Cause of this, One of the main elements of teaching English in schools is vocabulary work. It plays a special role in expanding students’ vocabulary. The main principle of the organization

of vocabulary work is formed on the basis of teaching students to actively master lexical material, to consolidate them in the spoken language and to use them actively in speech. In turn, Alqahtani describes vocabulary teaching as an important part of foreign language teaching, as we need to pay more attention to it both in the classroom and even in all part of the learning process (Alqahtani, 2015).

Umam, K explains ‘word’ as a instrument to express your needs. For example: feeling, ideas, desires, dislikes, hopes and fears. That is, How many words we have, so many words help us to fulfill our needs. (Umam, K., 2010) As well as, Vocabulary is one of the most important part in teaching language than grammar and pronunciation. Means that in each part of language teaching – vocabulary is matter.

Having vocabulary knowledge helps them to understand the material easily and correctly and to participate actively in teaching learning process. One more thing that should be mentioned that problems about vocabulary may lead to have low results in learners’ further foreign language learning progress. Especially, we have notice that’s most of schools where study English as a second language that they have problems about vocabulary building. In our opinion, to solve this problem should be paid more attention on teaching vocabulary in secondary schools.

In this regard, we considered Kazakhstan’s and foreign scholars’ works about methods of vocabulary building. They are Cameron, (2001), Linse (2005), Umam, K. 2010, Nation (2001), Richards (2001), Annisa Awaludin (2013), Sullivan and Alba (2010), Gogoi, G. (2015), Sabyrbayeva A.B. (2014) and etc.

The purpose of the study is to consider methods that facilitate the process of language learning of students, is to increase the productivity of the learning environment by increasing the vocabulary

Methodological approaches

In this research we have used the method of analysis and synthesis, because these methods are effective for individual analysis and summarization of theoretically collected information. The research by the method of analysis is suitable for the analysis of the works of foreign and Kazakh scientists in accordance with the purpose of my work. We think it is optimal to summarize the results obtained by the method of synthesis and to form your own opinion. The research by method of questionnaire is suitable to analyse taken information from respondent.

The purpose of using these methods is to reveal the content of the study, to collect an effective source of information. To present the results as a method used to improve the quality of education.

Results and discussion

Research for developing learners vocabulary in secondary schools are discussed as follows:

The role of vocabulary in learning a foreign language is matter. Having well developed vocabulary will help students absolutely mastering English and its four main skills which are listening, speaking, reading, and writing. This importance found out by (Thanh Huyen & Thi Thu Nga, 2003) who defines vocabulary as a language element which is effect to learning process. In this regard, Dewi Nur Asyiah explains the development of vocabulary as follows “Vocabulary should be ideally placed as important aspect of language learning that should be given much attention in the practice of TEFL so as to improve students’ vocabulary mastery” (Asyiah, 2017). Thornbury states that “Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word – spoken and written, the connotation or associations of the word, and word frequency” (Thornbury, 2002).

Good vocabulary is the most important thing for a speaker. If you don’t have enough vocabulary, it will be difficult for someone to use the four language skills: listening, speaking, reading and writing. In this regard, Intaraprasert explains the main goal of the vocabulary teaching as follows: “1) to discover the meanings of a new words; 2) to retain the knowledge of newly-learned words; and 3) to expand the knowledge of English vocabulary” (Intaraprasert, 2004). The thought from this is that in order to learn a new word, we need to constantly

repeat the word we already know, master the meaning of the new word and expand our knowledge of vocabulary development.

In turn, what can we do to develop students’ vocabulary and what methods can we suggest, that is, these questions will help to form the basis of our research. In general, the education of students on the school base depends primarily on the teacher and quality educational programs. Given that it is the responsibility of every teacher to create a conducive environment for active learning and the development of students’ abilities, we as teachers need to take up the use of quality methods in students’ language acquisition. We would like to supplement this idea with the words of this author. Salmeen Al-Awaid states vocabulary development as follows: “The perception of vocabulary learning strategies affects directly the progress level of success in learning a foreign language therefore the EFL teachers must be aware about them” (Al-Awaid, 2020). therefore, the role of teachers is very important here.

1) *Research works about vocabulary learning development*

Vocabulary is often seen as an essential tool for second language learners because the limited vocabulary of the second language interferes with successful communication. That is, lexical knowledge is main feature of communicative balance. In this case, Ainul Akmar Mokhtar explains her opinion about vocabulary learning like: “It seems almost impossible to overstate the power of words. Our ability to function in today’s complex social and economic worlds is mightily affected by our language skills and word knowledge” (Mokhtar, 2009). That’s why, as a teacher we need to teach well developed vocabulary which students will be able to use those words in their future life. Because It must be eternal knowledge not disposable which is forgotten after thought.

Nation explains that the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge (Notion, 2013). The relevance of vocabulary is indicated daily at school and beyond. Successful students in the classroom have the most enough vocabulary. but what about other students. that is according to level of students some students may not have good vocabulary, for this reason, as a teacher needed to consider that is most useful methods what is can activate all students in the classroom. In addition, Ulfiah Fajriani states that in teaching vocabulary motivation is also important, that’s why teachers should be cre-

ative when selecting methods to teach, because taken methods that can effect to students' motivation to learn vocabulary (Page, 2020). For instance, in Kazakh classes that English is considered as a second language, cause of this, most of students not to able to speak English very well, that is way, to find out well developed vocabulary building methods is relevant theme in today.

Richards supposed those four reasons, namely (1) language is a system for the expression of meaning; (2) the primary function of language is to allow interaction and communication; (3) the structure of language reflects its functional and communicative uses; and (4) the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards, 2001). What we know from this point of view, that is language is the first step before vocabulary that we know and then vocabulary building will be start. That why, to have full of ability to learn language vocabulary building is important.

We know that there is no one who knows all of words of the language, because ability of human being is going develop day by day, every day we may see most of unknown new words. That's why we need to consider the most suitable methods for learner to learn vocabulary. In this regard, Steven Stahl explains vocabulary knowledge as knowledge which is not only knowing the definition of the word but also having knowledge how this word fits to the world (Stahl, 2005). The implication is that we need to learn the dictionary not just as a word, but as a new meaning.

Also, Sabyrbayeva A.B.(2014) explains that The reasons of think about teaching vocabulary in secondary schools is that vocabulary is the beginning of learning languages and in order to be able to speak, read, write and understand speech, you need to have a certain amount of vocabulary. Moreover, grammar cannot be taught and comprehend by students properly without necessary amount of vocabulary (Sabyrbayeva, 2014).

In turn, various scholars have noted the benefits of a good vocabulary. Likewise Anderson, R.C. and Freebody, P. describes well developed vocabulary ability. they described like “ Good vocabulary is really good for a child; those who know more words are able to handle various read the text and are able to conduct an active conversation with people of different backgrounds” (Anderson, 1979).

In the research of world scientists, we have found many ways to improve the language skills of students and increase the effectiveness of lessons.

That is why the abilities of children in modern education are very high. Students can be taught in a variety of ways to make the best use of their time. It is important not only to enrich the vocabulary, but also to make the lesson interesting and useful. For example, organizing various games, discussions during the lesson. that is, the most important thing to create conditions for improving the language skills of students. To conclude my opinion, we considered some researchers work. One of them is describe his opinion like ‘Before presenting meaning of vocabulary items, teachers need to notice some considerations such as the type of the vocabulary, the students' level. Teachers are suggested to use real objects technique as often as possible when presenting vocabulary to young learners especially when the words are concrete. Besides interesting to young learners, gesture, pictures can help them remember words better.(Annisa Awaludin, 2013).

Sullivan and Alba argued, “Without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (Sullivan and Alba, 2010). From this we understand that the importance of language is determined by the abundance of vocabulary and the correct use of meaning. No matter how good your grammar is, a lack of vocabulary does not mean a high level of language proficiency. Because school-level language textbooks are measured by vocabulary volume. The more difficult it is, the richer the vocabulary, that is, it is always important to develop vocabulary.

In today's research finds that vocabulary learning can be difficult because most teachers are unsure of advanced word construction techniques and at the time do not know where to start with the emphasis on learning words. Learning words is a key concept in language learning. In Walters opinion: he describes vocabulary learning like that It is almost impossible to learn a language without words; even communication between people based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Teaching vocabulary is one of the most talked about parts of teaching English as a foreign language. When teaching and learning takes place, teachers can face challenges. They have problems with how to teach students to achieve satisfactory results. The teacher must prepare and figure out the appropriate techniques that will be applied to the students. A good teacher must prepare with a variety of modern methods. Teachers should be able to assimilate the material so that students can understand it and make them interesting in the process of teaching and learning in the classroom.

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. If we noticed this opinion, to have well communication ability, actually belongs to lots of vocabulary. that's why, We should pay more attention to develop vocabulary building, that's find out well developed methods to learn new words and their meanings, and that will be best way of learning any language well.

In this regard, it is necessary to supplement the types of vocabulary and how they work.

II) *Types of vocabulary*

Some experts defined types of vocabulary. They are *active and passive* vocabulary. Gruneberg, M. & Sykes, R. describe active and passive vocabulary like : the first type of vocabulary is a vocabulary that students have already mastered and can use in the learning process. And the second type of vocabulary that students recognize when they meet, but they may not use it (Gruneberg, 1991).

Active vocabulary consists of those words that you can use in your speech and writing. He knows exactly the meaning of these words. Active vocabulary refers to the productive side of the language. It consists of words that a person uses with confidence because they understand their meaning and use. To master oral and written speech, it is necessary to constantly add words to the active vocabulary of students.

The Passive Vocabulary consists of those words, meaning of which can be understood when they appear in speech or writing of others but which we cannot use in our own speech and writing because we are not fully conversant with them. In passive vocabulary, the person does not know the precise meaning of a particular word and he does not make use of those words in communication. Sometimes he can understand the meaning of that word only to a certain extent depending on the context. Passive vocabulary refers to the receptive side of language (Gogoi, 2015). And other two types of vocabulary learning are *receptive and productive vocabularies*.

Receptive vocabulary refers to a learner's ability to recognize a word and retrieve its meaning while listening or reading. Stuart Webb states this type of vocabulary like "It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing" (Stuart Webb, 2008).

Productive vocabulary refers to a learner's ability to use a word to send a message or express his/her thought appropriately through speaking or writing. According to Stuart Webb "productive vocabulary can be addressed as an active process, because the learners can produce the words to express their

thoughts to others" (Stuart Webb, 2005). According to connection between vocabulary learning with types. Now I will consider methods which will help us to be expert about vocabulary.

III) *Types of methods to increase vocabulary*

First, the method is the way teachers explain and teach the subject to their students. Second, the teacher's approach will affect students' mastery of the subject. There are different ways to teach vocabulary. The teacher should use a method that helps to achieve the main aim. The reason of teaching vocabulary is to teach students to understand words, recognize them from the text and use them in speech.

In teaching process, the teachers faced the different description of learners' types and styles. Every students have different level of English . Even when classes have been separated into different level, not everyone in group will have the same level of English. for this reason,we need to establish who the different students in our classes are. To as certain their language level, for example, we can find out according to scores taken from test which is about defining level . This will tell us who needs more or less help in the class. It will notify our decisions about how to group students together and it will guide the type and amount of feedback we give to each student. In total , we will tailor our teaching methods, materials we use and the production we expect to the level we are working with. That is why, I find out some of method which is useful both of students and teachers.

1) *Translation method* this method is very useful and convenient for those who study English as a second language. For example, suppose a student memorizes a word and meets it after a long time, and then he remembers the first translation, and immediately understands its meaning. that is, translation increases students' ability to learn a language. Lessons without translation reduce children's activity and reduce the quality of lessons. Some points about benefits of using translation method. It helps in building vocabulary, that is, student will know what he or she is learning. It saves teacher's labor, also increase quality of the lesson. Comprehension is easily tested, that is feedback will be easy provided. Grammar is easily taught, because, student understand in own language easy. so translation method is always needed. It is an easy method, but according to Angeles Carreres "There is enough evidence to suggest that translation has an important role to play in language teaching, but more empirical research is needed. In particular, we need to gain further insight into its effectiveness relative to other language learning activities" (Carreres, 2006). That's, we

know translation method is useful and beneficial but we need to compare how it work when compared with others.

2) *Mind map* is a visible construct of new vocabulary.. It is a well developed method of vocabulary teaching. Vocabulary maps are also called dictionary maps and are organized to show grouping or word relationships. For instance: The teacher writes a list of words on the board on the topic of food. Students organize the words on a mind map and then compare their ideas on how to group and relate the words. We would like to share in our experience using this method to help students develop vocabulary

From our personal experience last year that we have been teaching in school practice, we have been faced problems in teaching vocabulary. Most of pupils don't interested to lesson, cause of misunderstanding the lesson. They only do exercises and teacher explain daily theme and translate the new words given to these theme. Pupils just copy all tasks which have done in the lessonbut after the lesson not have a result that They don't use taken materials daily so words they have been learned will have been forgotten day by day. After know about these, we start work with this problem. We know that there are a lot of activities and methods belonged to enrich vocabulary. But the most of we consider well was Mind mapping.

Mind mapping is well known method to increase vocabulary because pupils can learn many words according to one theme. Mind maps can help you develop your vocabulary proficiency by not only learning the definition of words but also making connections between words and their contexts. For example, in the case of food, students categorize foods, vegetables, fruits, sweets, etc. then group the words for each subgroup separately. that is, the student learns not one, but several words related to the same topic. After that, we noticed that the students became interested in the lesson and expanded their vocabulary.

3) *Making sentence*. In this method, students not only learn the word, but also learn to use grammatically correct words in sentences. In general, we think that memorizing a word by composing a sentence is a very simple and easy way. For example, if a topic is covered during a lesson, a few new words will be added. And if we memorize these words in practice, that is, by composing sentences, the student will be able to speak the language fluently and well. We usually not heard about that making sentence is also useful method in vocabulary teaching, but we would say that is well known

and well developed method which help students to increase their vocabulary because this method not only expand vocabulary and it also help to make a grammatical true sentence.

4) *Using ICT*. Learning words can be interesting with ICT. As a dictionary teaching tool, it has more advantages. It can manage PPP, increase creativity, provide feedback on learning activities, and remodel easily to any material. When introducing a new word, students should be given interesting material to pay attention to. These learning activities are fun and challenging for lower level students. Instead of reading and memorizing, students can participate directly in action. By watching the videos, students learn many new words in an interesting way. These words are presented in a real context with real pictures. So students can easily remember it.

ICT increases diversity and creativity in presenting new words. With the help of ICT, teachers can use different materials for each lesson. Teachers can also respond to their needs. Feedback is very important when conducting an activity. Through feedback, teachers can review and reconsider all their actions. Computers can also provide quick feedback on student responses by correcting errors. That is, using ICT is requirement of nowadays. ICT is very suggested for those who wants to teach vocabulary for students. Learning vocabulary with the help of ICT can be fun and interesting that make the students won't easily get bored of the lesson. ICT can not be the best source to any classroom, but also to be a media of teaching learning process that is fun and not boring so we can easily get the students' attention.

Results

This research paper explores effective ways to develop vocabulary in secondary school students. Specifically, these studies are intended to look at effective ways to make vocabulary work easier and to highlight the importance of vocabulary development work.

The research results are related to effective methods of vocabulary development, as well as to the responses of secondary school students to a special survey conducted to determine the importance of vocabulary. During the survey, respondents were asked to choose a pre-prepared version of nineteen questions. The questions were made through a special platform and respondents responded via an online link, and the questionnaire was presented in the native language for all students to understand.

The questionnaire included questions to help students find out about the following issues: The pupil's level of English proficiency, as well as the class, and the following topics were divided into two sections:

- Vocabulary work during the lesson
- Methods for developing vocabulary

Sixth, seventh, eighth and ninth grade pupils from several secondary schools were involved in the study. 13.5% of them were sixth graders, 32.4% were seventh graders, 14.4% were eighth graders and 39.6% were ninth graders. 115 respondents answered the general questionnaire.

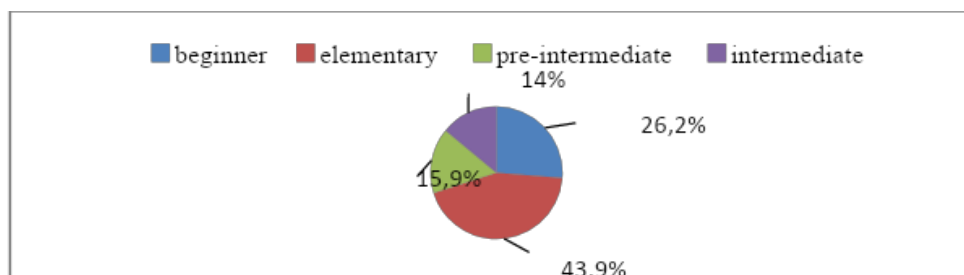


Figure 1 – English language proficiency of students in the survey

The results of the pupil survey was considered as follows:

Level of English language knowledge of students.

26.2% of students surveyed indicated that they were at the elementary level, 43.9% at the elementary level, 15.9% at the intermediate level, and 14% at the intermediate level (Figure 1). That is, the results of the survey show that the level of elementary among students is a lot. It is clear that this is the result of the level of language teaching in each school, the student's participation in language courses and his motivation to develop language skills.

Vocabulary work during the lesson

Since English is taught as a second language in Kazakh secondary schools, it is clear that there are some difficulties in learning the language. One of them is vocabulary work, it is difficult for students to memorize the words given during the lesson, and then use them. and it needs effective methods to solve problems. In this regard, we asked students during the survey how students' vocabulary work during the lesson.

In order to find out how students are engaged in vocabulary work during the lesson, we asked six questions with five answers in the first part of the questionnaire. The result of these questions was as follows. that is, 44.7% of students understand the materials presented during the lesson, 66.7% of students turn to the teacher for help during the lesson, 55.8% of students translated texts during the lesson with the help of a dictionary, 49.1% of students understood the video materials shown during the lesson (Figure 2). From these results we can see

that students are active during the lesson, and vocabulary allows them to understand the material, However, it is clear that problems that arise during the lesson can be solved with the help of the teacher, as shown above.

In questionnaire we also considered questions to find out the importance of vocabulary among pupils. As a result of 48,7% pupils chose "strongly agree" and 39,8% pupils chose "agree". These results show that there is a growing awareness among students about the importance of vocabulary for language learning, that is, it is important to constantly develop vocabulary to learn and speak any language.

Effective methods to improve vocabulary, according to students opinion

The purpose of our study was to research methods that facilitate the work with the dictionary in the learning process and to provide students with convenient methods to use, as well as to reveal the importance of developing vocabulary.

Based on these goals, we included a number of questions in our questionnaire to find out how common the methods presented in the theoretical part of the study are among students and how effective these methods are during the learning process. That is, what is the method of sentence construction in teaching the dictionary, and is it effective? Next, what is the translation method, how effective is this method? and are the 'Mind map' and methods of learning vocabulary through information and communication tools effective in the learning process? That is, questions were asked about these four different methods. The results of the survey showed the following results.

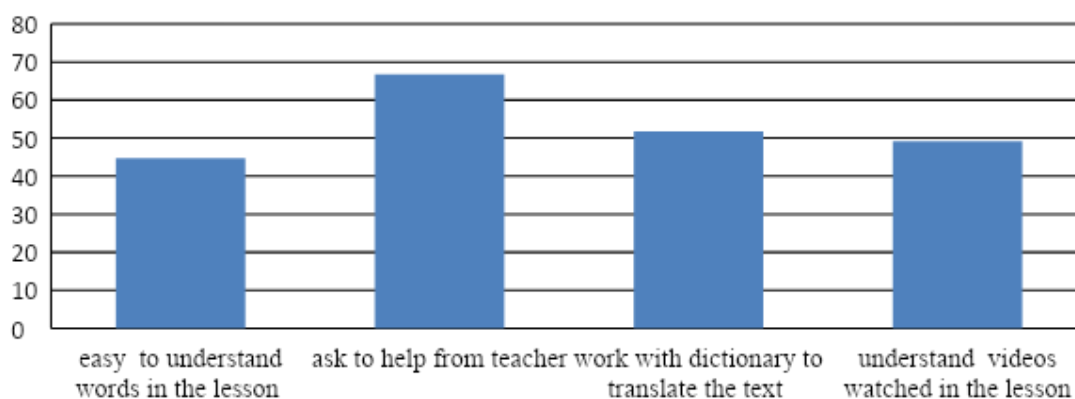


Figure 2 – Vocabulary work in the lesson

50.5% showed that sentence construction, 58% translation, 41.1% information and communication technologies, 43.1% – mind map methods are effective in teaching vocabulary . Among the

most common of these methods, we can mention the methods of expanding the vocabulary through sentence construction and translation methods (Figure 3).

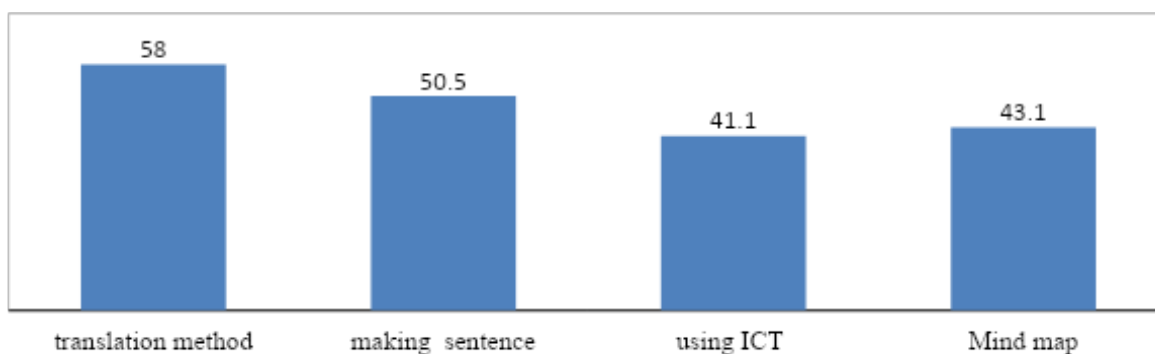


Figure 3 – effective methods for teaching vocabulary

Discussion of the research’s results

The results of the survey showed that the development of vocabulary is the basis of language learning. In general, the results of the study suggest that secondary school students consider such requirements for the effective implementation of vocabulary development.

1. To pay more attention to improve the vocabulary of students in daily lessons.
2. To choose creative methods to develop the students vocabulary.
3. To increase the motivation of students to learn vocabulary.

4. To try make the lesson interesting which help students to be active in teaching process. That is, being active is also main factor to understand daily materials.

Conclusion

This study examines ways to develop the vocabulary of secondary school students. Vocabulary development is always important in language teaching. In this regard, in the study we considered several ways to develop the vocabulary of secondary school students. they are the method of translation, mind map, making sentences, the use of ICT. We

also conducted a survey among students to determine the effectiveness of these methods. The results were found to facilitate the learning process and the fact that these methods are suitable for the learning process as effective methods.

In general, there are obstacles and difficulties in learning any language. Therefore, dictionary work is the basis of any language. and the use of effective methods of creating this vocabulary is a leading factor in improving the quality of education.

All identified methods help to develop students' vocabulary. All the results are used in the development of vocabulary. These methods have

a great impact on the development of students' vocabulary. Through these methods, students not only learn vocabulary, but also learn to use it grammatically and become more active in language learning.

The results of the research should be considered as a tool to further improve the learning process of the vocabulary development.

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