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**THE ROLE OF TEACHING GRAMMAR AND VOCABULARY AT THE INITIAL
STAGE OF LEARNING ENGLISH**

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There is no doubt that the contemporary methodology of teaching English pays great value to the study of grammar and vocabulary at the initial stage. A crucial aspect in the process of speaking is the mastering of the vocabulary, but in the reproductive types of speech, knowledge of word-stock is not enough. The systematization of words in the utterance, the formation of word forms and the use of correct word construction plays an equally significant role.

Learning vocabulary is directly interlaced with grammar. At the first stages of language learning, it is essential not only to teach children accurate pronunciation and vocabulary usage, but also to “insert” grammatically and correctly this vocabulary into a sentence in order to convey the major thoughts and ideas. Actually, totally all the methodologists of foreign languages use interdependent learning method.

Interdependent learning – is learning diverse kinds of aspects in an intertwined form, which create a comprehensive method. Likewise, this contributes to a favorable assimilation of the vocabulary and grammar, which makes a beneficial effect on the formation of language competence in a foreign language learner.

During the process of teaching grammar and vocabulary, it is crucial to take into account the age and physiological characteristics of students. Furthermore, in the process of teaching, the teacher should select all methods and techniques in accordance with age characteristics. The ideal age for the perception and development of children is 6-10 years old. At this age, children have a functional improvement of the brain in which analytical and synthetic functions are developing. Teachers should inspire students and awake their interests to learn foreign languages. All the mental functions of a student like memory, attention, thinking, perception and imagination are always must be included in the methods of teaching [1, p. 46].

According to the methodologist of psychological research Alexey Nikolaevich Leontiev, “all learning goals are achieved more easily by interlacing various activities. According to statistics, elementary school students show great interest and activity in studying foreign culture. Thus, students create impressions and associations that are stored in memory for a long time” [2, p. 35].

It is crucial while teaching children, all the skills like listening, speaking, writing and reading are developed for the environment and will perception.

It is vital for teachers to take into consideration the following:

Use of learning materials with interesting content;

Promotion of students’ understanding and awareness of the motives and aims of the completed tasks;

Explanation of the objectives of completing tasks;

Creation of a relaxed learning environment.

It is possible to delve even deeper into the psychology of children’s development, taking into account all the characteristics of children 6-10 years old is a key aspect of the successful use and acquaintance of language.

It is primarily essential to define all the tasks and goals of studying vocabulary and grammar. The main purpose in teaching vocabulary is the formation of the key components of both word formation and word usage. Likewise, majority of methodologists consider that the aim of grammar is creating verbal grammar skills which includes properly design of oral speech. According to the Oxford Dictionary, grammar is "the rules in a language for changing the form of words and joining them into sentences" [3, p. 24]. Cambridge Dictionary identifies “Lexis' as 'all the words of a language” [4, p. 78].

It is apparent, a questionable issue is tackled in the teaching methodology: what to teach first grammar or vocabulary? The answer is obvious, it is always necessary to find the interdependence between all the aspects. Every time the methods of teaching foreign languages are changing and modernizing for the better. The use of standard approaches becomes less effective in the learning process.

The candidate of Pedagogical Sciences I. L. Sholpo suggests the following approaches to students while introducing new vocabulary and grammar:

To master a small amount of words (approximately 8-12)

All the words should be interconnected by one topic or function

Introduction of 1 grammatical structure

Thus, new vocabulary and grammar should be implemented in children’s memory through step-by-step principle of exercises. Likewise, while selecting materials, it is important to take into account age features, communicative significance, the level of complexity and preferences of students.

Furthermore, Chamot suggests the method of remembering new vocabulary by “grouping words according to the categories”. [5, p. 29]

Moreover, the new vocabulary should be communicatively significant for the child; secondly, it should enter into semantic and grammatical connections with other words. According to E. I. Negnevitskaya, "immediately after the introduction of the word, a transition to action with it is necessary," while "speech action means the construction of an utterance." The construction of an utterance is part of the field of grammar. Consequently, the development of lexical material in isolation from grammar is impossible. [6, p. 75]

For successful assimilation of lexical material, it is necessary:

To familiarize children not with isolated words, but with groups of words connected by semantic or phonetic association;

To form a motive for familiarization with the words of this semantic group;

To interiorize vocabulary through a system of games, rather than mechanical memorization of words by list;

To include new words in the system of relations already established between words known to children and their groups;

To coordinate familiarity with the lexical material and those grammatical operations that allow to introduce it into speech activity.

When selecting lexical material, it is necessary to take into account: its communicative significance for children, objective complexity.

In the process of teaching preschoolers, “it is necessary to pay great attention to the use of visual and illustrative material, however, when it is time for organizing a role-playing game, imitating actions when executing commands or illustrating poems and songs, it is better the objects to be imaginary” [7, p. 96].

In the existing act of speech, the vocabulary and grammar are indissoluble: grammar organizes a dictionary, as a result of which units of meaning are formed - the basis of all speech activity; when teaching a language, these aspects are organically connected. It is significant to pay tribute to the specifics of each aspect, to identify and use its special contribution to a holistic communication-oriented learning system. The role of vocabulary for mastering a foreign language is no less significant than grammar. The vocabulary that conveys the immediate subject of thought by virtue of its nominative function, therefore it penetrates into all spheres of life, helping to reflect not only real reality, but also imaginary. This idea is precisely expressed by N. I. Zhinkin: "Words are the names of things, phenomena, events, the names of everything that is and can be in reality ... If the name is incomprehensible to the listener, it is empty – there is no such object. Anything, even an imaginary one, no matter what area of sensory perception it belongs to, can become noticeable if it has a name" [8, p. 56].

The following tasks can be used to prove the effectiveness of the relationship between grammar and vocabulary in learning English:

1. The game "*Room buttle*"-resembles the game "sea battle". Two players draw a room plan. Furniture and its quantity are negotiated in advance. Participants must guess its location by asking the appropriate questions. For example, "Are there a table and chairs in the middle of the room?", "Is a wardrobe in the right lower corner?" The second player must answer: "Yes, there is/No, there are not." The winner is the one who fills the room with the corresponding pieces of furniture faster than his opponent. Thus, students learn grammar rules and learn new words. This game can be adapted to different topics of words and grammatical structures.

2. The game "*Lotto*" is an excellent simulator for training grammatical forms and vocabulary. All players are given cards with a sentences written on them with a new grammatical structure. The presenter takes one picture out of the bag, which depicts a new vocabulary. The task of students is to

find the right word from the written ones and close it with a chip. The winner is the one who fills in all the row or all the fields the fastest. Example: the picture shows a boy who is crying. The phrase on the card: "The boy is crying because he has just fallen down."

3. The game "Magic box" is a fascinating and informative task that is aimed at repeating grammar and vocabulary. The student takes out a verb from the "magic box". His task is to compose a story within the meaning, using it in all temporal forms. For example, the verb "to clean". «I clean my room three times a week. «Yesterday I didn't clean my room. That is why tomorrow I will clean it.». Thus, the student repeats the time forms and repeats the newly learned verbs. [9, p. 10]

In conclusion, grammar as well as vocabulary play a significant role in the process of acquisition. While teaching grammar and vocabulary, a crucial factor is to determine the appropriate method and use of all the skills. Therefore, during teaching English language, numerous types of exercises and authentic materials based on the formation of lexical and grammatical skills are used, thanks to which communicative tasks are solved.

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