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ALTERNATIVE METHODS OF LEARNING WORDS

Satybaldy Saltanat

Ssaltanatn2001@gmail.com

a 4- year student with major in “Foreign Languages: Two Foreign Languages”
the L.N Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

Scientific supervisor – D.B. Akynova

The recent changes in the education system of Kazakhstan focuses on improving the quality of the educational process and integrating into the global marketplace with the help of the English language. The advancement in the teaching and learning English has been the main priority for Kazakhstan, as it is a key to the well-being of society.

Trilingual education has become a key issue on the agenda of Kazakhstan government with all ministries and central government agencies committed to promoting it. Early language learning has become a focal point in Kazakhstan programs and actions due to a commitment to multilingualism, attention to the development of intercultural competences and their contribution to building Kazakhstan citizenship, and the insistence on life-learning as an essential concept in Kazakhstan's new educational policy

The primary goal of English language instruction is to provide students with a communicative competence, or language knowledge that is useful. It also refers to the capacity to use the language appropriately in a specific scenario. The basic skills can be used to assess this competence (listening, speaking, reading, and writing).

Improving foreign language competency means that pupils can utilize one or two foreign languages in private, educational, professional, and civic settings at the end of compulsory schooling. The target goal is to make students passionate about language study, foreign cultures, and languages. Language learning is a component of lifelong learning programs; thus, students must be able to maintain, enhance, and acquire new languages.

In the past several decades, teaching an English language has played a vital role in education, especially the vocabulary. In the era of globalization, changes are inevitable and quick, today it is mandatory for English language teachers to update their teaching approaches and methods in every subject all over the world. Vocabulary teaching techniques and methods need to be revolutionized due to the highly competitive world.

Learning the vocabulary of a language is significant simply because it is mainly the vocabulary which carries meanings. It is through vocabulary alone; we compose and express our feelings and thoughts to others.

“Without grammar very little can be conveyed.... but without vocabulary nothing can be conveyed” This is how the linguist David Wilkins highlighted the importance of learning vocabulary.

Vocabulary of a language is like bricks that are used to construct a building. Moreover, most English language learners acknowledge the essence of vocabulary acquisition. English being a second language, everyone needs to learn vocabulary in the systematic way.

The foremost problems are the facts that traditional teaching activities such as looking up the words in the dictionary, writing some definitions and using them in sentences. One primary problem with this method is that the learner ought not only to learn loads of words, but to memorize them. A well-known problem with it is that it does not consider the brain's capacity to hold a limited amount of information for a short period of time. Most language learners tend to forget the words when it is necessary for them. A successful vocabulary learning clearly aids the students to integrate the words into their long-term memory.

Nowadays, it is widely agreed that vocabulary instruction should be included in the curriculum and delivered on a well-organized and regular basis. Several scholars, led by Lewis (1993), believe that vocabulary should be the focal point of language instruction since 'language is composed of grammaticalized lexis rather than lexicalized grammar.' When it comes to teaching vocabulary, there are various components of lexis that must be taken into consideration. Gairn and Redman (1986) compiled the following list, which is based on their findings.

Polysemy is the ability to distinguish several meanings of a word (head: of a body, of a department, of an organization).

Homonymies are the words that are identical in speech (pronunciation and spelling) but have several meanings (to, too and two)

Homophones are referred to words that have the same sound but different in spelling and meanings (eight- ate, dear-deer, see-sea)

Synonymy is the process of distinguishing between the many shades of meaning that synonymous terms have (e.g., enhance, improve, develop)

Affective meaning: social-cultural associations of lexical items is one of the important components. It is the practice distinguishing between the exact dictionary definition of the word and the tone of the word (denotation and connotation) Style, register, dialect: ability to distinguish the differences in geographical variation as well as various levels of formality.

Translation: identifying certain differences and similarities between your native and foreign language (e.g., false cognates) Chunks of language: strong and weak collocations, idioms, multi-word verbs and lexical phrases Grammar of vocabulary: aids students to form different words from that word or build up different forms of the word (e.g., think-thought-thinking. Satisfy-satisfaction, unsatisfying) Pronunciation is the way how words are pronounced

A large number of alternative approaches have been developed over the last few decades to tackle this problem. There exist many methods for dealing with this problem, for instance, learning words with the help of Etymological method of learning words. It works well for those who have learned multiple languages. When students study several languages within one language family, they begin to see similar roots. This comes with experience, and they do not have to learn a huge number of words again. At some point, they just already know enough. And if they understand that this word does not mean anything to them categorically, they are able to go into the etymological dictionary and dig into where it came from. While they do this, they remember it.

The objective is to demonstrate the feasibility of learning and memorizing a wide range of words at a time.

The first technique is the omission of the Russian endings and replace them with English endings (tion-sion). Overall, there are more than 50000 words in English language which can be translated even the same roots other languages.

	Russian endings (ция-сия)	English endings (tion-sion)
	Коммуникация	Communication
	Демонстрация	Demonstration
	Адаптация	Adaptation
	Презентация	Presentation
	Прогрессия	Progression
	Глобализация	Globalization
	Профессия	Profession

As a rule, these are words denoting some kind of activities, a field of science or a set of means (items) of a similar purpose.

	Russian ending (а)	English ending (s)
	Стилистика	Stylistics
	Статистика	Statistics
	Косметика	Cosmetics
	Математика	Mathematics
	Политика	Politics
	Экономика	Economics

	Russian ending (гия)	English ending (gy)
	Онкология	Oncology

	Энергия	Energy
	Филология	Philology
	Стратегия	Strategy
	Технология	Technology
	Экология	Ecology

These techniques require a short amount of time, and thus, can as well be implemented during the lessons. It has significant benefits in terms of promoting students' comprehension of new words. As a result:

Students will not be bored because they are overwhelmed with many new features, as vocabulary items or various structural patterns

Students will be engaged in the process of acquiring the language

It enhances students' motivation, and they have a chance to learn more about the world and cross-cultural communication at the same time.

It is easier for students to make connections between people, events, cultures, languages, races and places.

Through this method, instead of learning just one word, students get to encounter a whole nest of related words. Rather than knowing separate words, learners get to learn a bunch of words derived from the same origin

By learning a word's origin, our brain starts to construct a logic connection between a new word and the words we're familiar with. The more neural pathways it creates, the faster you get to memorize.

To conclude, the present paper explored the method which can be widely used by English language teachers based on students' level. This method has been proven to be efficient and it helps the students to understand the word itself.

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