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**FORMATION OF ENGLISH LANGUAGE LEXICAL SKILLS  
AT THE SECONDARY SCHOOL**

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The vocabulary of a language is a set of certain systems. Unlike phonetic and grammatical systems and the composition of the language, the lexical composition of the language is much more complex, voluminous, adapted to changes, is almost constantly in the process of development, improvement, enrichment, replenishment [1].

Language - lexical features of the language are comprehensively and interrelated. For example, in a large field of linguistics, the main object of lexicology is a word in which the subtlety of a word in a language differs from different sides: the meaning of a word, the relation of the meaning of a word to reality, ways of creating a word, connection with other groups of words, etc.

Speaking about teaching and learning vocabulary, first of all, we should talk about the interpretation of vocabulary and its assimilation by students.

In each class, these questions have their own characteristics, so at each stage, the methodology of teaching students the word will be different.

The formation of written literacy on the basis of students' assimilation of knowledge from vocabulary is formed by exercises. These are creative exercises and copying exercises.

Lexical exercises are also provided in order to increase the vocabulary of students, which involves carrying out vocabulary work.

Any language begins with oral speech. The basis of all languages is sound. Words consist of the same words. In order to understand a word, you need to hear it first. The ability to pronounce a word correctly is closely related to the student's ability to correctly understand this word.

One of the goals of language teaching is to teach a student to listen to a word and unfamiliar sounds.

Listening to a word means knowing its acoustic form [2]. Therefore, learning to pronounce a word when getting acquainted with new words takes a big place in the formation of the student's listening and speaking skills and abilities.

The pronunciation of a word includes not only learning listening and speech, but also learning how to write words and graphically denote the sounds of a word.

Incorrect pronunciation of a word leads to misunderstanding. If the speaker of a word changes one sound of a word, the meaning of the word also changes.

Listening and speaking skills formed during the introductory course determine the student's future speaking qualifications. Therefore, the teacher at this stage will need to identify the individual difficulties of each student and correct his mistakes in the pronunciation of sounds [3].

Exercises for the development of speaking skills are divided into 2 groups:

introductory exercises if the meaning of the word is clear, the task is given to find adjectives among these words. The task is given to determine which of the verbs denotes work and which rest, or to find stressed words in the sentence "They left for Kiev yesterday". If they correctly name the stressed words, then the exercises will be successful.

Learning exercises-exercises for the development of pronunciation skills used to achieve a level of English proficiency so that you can easily pronounce and read sounds, phrases, sentences.

When reading aloud, there is a big mistake in the pronunciation of interdental sounds, so after reading the text, the teacher repeats these sounds individually and in chorus. These words are as follows:

This, that, with, without, other, another, thing, thin, thought.

If we talk about classes on the formation of the first lexical skills, then each student should know 3000 words at the end of the English lesson course.

If a student, having met one word in English, recognizes it, but cannot remember the meaning or subsequently recall it, do we believe that this student knows this word?

Of course, he knows, but such knowledge is not enough for training. Because when reading the text, you need to understand the meaning of the word and continue, as well as quickly memorize the meaning of each word during speech and associate it with another word [4].

Therefore, every foreign word must be assimilated, that is, a lexical skill is formed. It is better not to forget to master the word, which is necessary for any kind of speech activity.

There are 3 main stages of learning to master the word:

1. at the first stage, the teacher introduces new words found in the text that is given the next day.

2. new words given at this stage should be able to correlate with other already familiar words.

3. at the last stage, the student must fully assimilate new words and use them in his thoughts. The educational process is focused on learning from simple to complex, before each lesson tasks such as "question-answer" or "discussion", "exchange of thoughts" are given, after which work is carried out on new language material based on words familiar to students [5].

The lexical material studied at each foreign language lesson is teaching students words.

Vocabulary acquisition plays a special role in teaching a foreign language. Vocabulary should be mastered not in order to know the word, but in order to be able to use it, listen and understand, be able to express your thoughts orally or in writing to other people.

The words are selected depending on the topics being studied. Words are selected according to the following criteria:

- words frequently used in the language;
- easily formed phrases;
- subject, words found in the text;
- words used to explain the ways of word formation.

The vocabulary of graduates will be very small. Therefore, they often face many difficulties in listening, speaking, reading and writing.

The teacher must remember 2 things when learning new words:

- the student should be able to listen to the word and translate what he has read;
- be able to appropriately use the correct meaning in speech.

Students perform exercises and tasks of varying complexity related to lexical and grammatical topics. The main focus is on speech and reading. Students learned to write only after they learned to speak and study [6].

Independent acquaintance of students with new words, they are involved in this type of work from the 6th grade. Students find the meaning of the word in the dictionary independently and use it in the meaning in the sentence. Getting to know new words in the learning process becomes the main type of work.

Mastering new words begins with the first acquaintance with the word. This word is pronounced by the teacher, then he creates a clear system of mastering the word. Forms the pronunciation skills of this word at the stage of reading, its use in reading, writing, speech.

Further, lexical exercises are performed with the same words.

If a student, having met one word in English, recognizes it, but cannot remember the meaning or subsequently recall it, do we believe that this student knows this word?

Of course, he knows, but such knowledge is not enough for training.

Because when reading a text, it is necessary to understand the meaning of a word and continue it, as well as quickly memorize the meaning of each word and correlate it with another word.

Therefore, every foreign word must be assimilated, that is, a lexical skill is formed.

New words, after learning a new vocabulary, must communicate with each other through grammar, that is, without grammatical skills, it is impossible to either learn or learn English [7].

The meaning of synonyms and antonyms in teaching the meaning of words is very limited. This is because the meaning of synonyms is very close to the main meaning. Therefore, the use of homonyms is not so successful.

The meaning of words in a sentence is also different in different situations. The use of antonyms to the same extent.

For example:

Dark - light Big – little Evil – kind Thin – fat long – short

Word formation: the analysis of the ways of word formation is a good tool for understanding the meaning of a word, it is successful only when the root of the word is familiar to the student. If a single-root word is unclear, it will also be difficult to find new words created.

Language visibility can be used throughout the entire training period. But we can't use all its types in the same way. For example: word creation can be used at any stage at different levels.

Pictures in a foreign language lesson can be used only at the stage of good preparation. The use of linguistic clarity does not mean that it is possible without translating a word.

Text, words (previously aviation), diesel fuel. A word can be interpreted individually or interpreted in the sense of a whole sentence. The word can be interpreted in competition with the reading process. The ways of interpreting the meaning of a word depend on the type of Word and the level of training [8].

To explain a word before reading a text, it is necessary to listen to new words, learn its pronunciation, pronounce, write down the word on a blackboard or in a notebook, write down the spelling and transcription of the word, its translation together. When you interpret a word in this way, it is used together to show it with an object or image.

The work with words is carried out according to the pattern:

indication of the subject;

pronounce the word several times;

translation of the word into the native language;

pronounce the word individually or in chorus;

writing a word on a blackboard with transcription, translation;

letter analysis of sounds with the help of a teacher;

writing a word in the dictionary.

Then, when reading the text, the meaning of the word is explained. Each new word needs to be approached individually. All students participate in determining the meaning of the word. As a support for understanding, not only the meaning of the word in the sentence is used, but also its external features: the main place of the word in the sentence, the presence of the article before the word, the presence of suffixes and word-formation prefixes.

On the basis of learning the rules of a foreign language, it is not necessary to require students to memorize it, understand its content, learn to know these rules when composing words, sentences. Flowcharts increase students' activity, interest in classes, develop the ability to think quickly, write, express thoughts [9].

By the ability to understand, to understand what the teacher said, the game, to convey what he understood in his own words, to learn individual words, to own a phrase, simple phrases.

Constant communication with students through an intermediate language does not help in learning English. The teacher should not only help students master a foreign language, but also give them the opportunity to think in this language, because performing translation exercises is not the main support in language learning.

After that, the teacher faces an urgent question, such as the level of knowledge of students, the level of speech in a foreign language.

Conclusion

Having mastered foreign languages in general, anyone learns the history, language, culture of another country, its life today. Now a person must know one or more foreign languages in order to consider himself cultured, educated. And in order to fully master these foreign languages, it is necessary to start learning a foreign language from the lower grades.

Through a foreign language, the student learns the world, gets acquainted with the country studying the language comprehensively. In order for a student to learn a foreign language as a means of communication, the teacher must use effective methods and techniques that interest the student.

As in kazakh, in a foreign language, a word is a linguistic, a concept is a lexical category. If words and their names in the language were not common, humanity would be looking for a name-a name separately to such concepts as a person having thousands and thousands of different distinctive features, mountains, trees, rivers, fruits, thousands and millions of words would be formed in the language, so many words would be in the memory of representatives of the people of this language it would be difficult to preserve.

If this were the case, people would not be able to communicate with each other, exchange opinions and understand each other - they would prefer the interests of members of society. Therefore, it is important to understand the meaning of the lexical composition of words of a foreign language and use it correctly.

The vocabulary of a foreign language is also constantly developing and enriching. A foreign language, through the patterns and internal possibilities of its development, humiliates and fills the vocabulary with new words, both quantitative and qualitative.

Speaking about teaching and learning vocabulary, first of all, we should talk about the interpretation of vocabulary and its assimilation by students. In each class, these questions have their own characteristics, so the method of teaching the word at each stage is different.

The formation of written literacy based on the assimilation of students' knowledge of linguistics is formed by exercises. These are creative exercises and copying exercises.

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Constant communication with students through an intermediate language does not help in learning English. The teacher should not only help students learn English, but also give them the opportunity to think in this language. Hence, an urgent question arises, such as the level of knowledge of the teacher, the level of English language proficiency.

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