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Improvement of high school students foreign-language skills through development of their lexical minimum

The article highlights the issues of enhancement of high school students' vocabulary in accordance with the requirements of state standards for lexical skills of secondary schools students. Specific features and advantages of project and gaming technologies as effective techniques of improvement of school students foreign language skills are considered and analyzed in the given work. The authors focus on the fact of taking into consideration age peculiarities in the process of acquiring lexical minimum of high school students. The article gives the review of project and gaming learning technologies as effective techniques of development of students' lexical skills, the strategy and ways of their application at foreign language classes. In authors' opinion project technology will be reasonable to use on the stage of introduction of new lexical units and reflection. They consider the project technology to be a productive learning technology that fosters independence and responsibility of learners, contributes to the improvement of their search and research skills, as well as the establishment of a solid language base. Setting and solution of problems in the framework of project technology work, highly motivate students in improving their foreign language knowledge and skills due to the fact that they are in active and creative collaboration. As far as game technology is concerned they can be used on all three stages of developing learners' lexical skills.

Keywords: project technology, active lexical minimum, passive lexical minimum, developing of lexical skills, high school students, game-based technology, communicative intent, project-based learning technology.

Introduction

Today, more attention is given to the English language worldwide, including Kazakhstan society. According to the instruction letter of the Ministry of education and science of the Republic of Kazakhstan for the 2019-2020 academic year, school students' foreign language knowledge should be at level B2, in particular, a lexical minimum in accordance with the common European standard to completion of the course of general secondary education [1]. This level implies the mastery of 2750-3750 lexical units. Therefore, with today's grid of hours allotted for learning a foreign language in the 10th grade at 102 hours per year and 68 (natural-mathematical cycle) hours per year in 11 classes, it is extremely necessary to search and apply innovative, productive technologies that contribute to the improvement of lexical foreign language skills of schoolchildren.

What is the lexical minimum (lexical stock) of schoolchildren? Most of the definitions of passive and active lexical minimums seem capacious, given in N.D. Galskova and N.I. Gez. The active lexical minimum is a set of lexical units that learners must use in speaking and writing to express their thoughts. Passive (receptive) minimum are lexical items that learners need to understand in receptive forms of speech activity (listening, reading).

A work on the formation of lexical skills, in particular, replenishment of the lexical minimum, takes place in three stages: familiarization with new lexical material; the stage of training, where differentiated exercises are used (on imitation, substitution, transformation, etc.) and the stage of reflection, at which lexical units are used in productive and receptive types of speech activity.

At the first, preparatory stage, the teacher motivates learners to cognitive activity, introduces lexical units, controls their understanding. School students comprehend the meanings and formal features of a lexical unit.

During the next, training stage, lexical units, their substitution and transformation occur. School students at this stage through training and conditional speech exercises master the structure of the sentence, word, its meaning and appointment.

At the third stage, topical vocabulary is practiced in the framework of fulfilling reproductive and productive activities

At the same time, the task of the teacher is to motivate and involve school students in entertaining communication situations that are consistent with the psychological and age characteristics of the them. Learners use new topical vocabulary in the context of foreign language situational monological and dialogical speech.

At the senior stages, learners show more and more abilities for self-reflection, a metaconsciousness is developed that contributes to the conscious control of existing and acquired knowledge. Metacognitive skills help learners, if necessary, make a quick transition of lexical units from a receptive minimum to a productive one.

A properly developed metaconsciousness of learners greatly makes it easy the process of mastering receptive and productive lexical skills. Receptive skills, in addition to recognizing already familiar lexical units, also help learners independently transfer a previously unfamiliar word into their passive lexical minimum.

These include: revealing the meaning of a word in accordance with the context (Kazakhstan became independent in 1991.), understanding of the word through knowledge of the rules of word formation (kind, kindness), differentiation of words similar in sound and spelling, definition of borrowed words, etc. Productive skills allow to fully realize communicative intent. These include: the correct choice of words in accordance with the situation of communication, the combination of new lexical material with the already learned, the use of a synonymous and antonymous series, etc. Thus, a sufficiently developed metacognitive consciousness is one of the important factors of successful vocabulary acquisition. As already noted, the majority of senior learners' stage of training, it is formed sufficiently.

High grade school students are more effective in concentration of attention when memorizing new material, but their attention is selective and has active memory. This factor indicates the need to use entertaining, varied, relevant specifically to the older age group assignments, exercises, methods for controlling the formation of lexical skills. It is important that the concentration of learners' attention includes an important element of recognition and the possibility of obtaining new information related to what they already know. In this regard, it would be advisable to use a communicative approach at the beginning of the lesson. A communicative approach is an intellectual attitude, a predisposition to certain relationships to people, objects and events with which an individual joins the communication. The communicative approach determines the communicative behavior of an individual; it depends on whether communication will be carried out, whether it will not be interrupted as soon as it begins, and how the tasks set by the communication participants (teacher and learners) will be solved. Communicative approach can be directly expressed either in the form of emotional acceptance or rejection, or a rational assessment [2].

Psychological characteristics of senior level learners determine compliance with the following important prescriptions while developing foreign language lexical skills:

- 1) Taking into account the development of learners' meta-consciousness, their age characteristics in the selection of tasks and exercises.
- 2) Focusing more attention on the independent, search work of learners in the language being studied.
- 3) Submitting new lexical material.
- 4) Using the wireless method of semantizing new lexical units as the main one.
- 5) The need for diversity in training and conditional speech exercises.
- 6) The importance of using a communicative approach at the stage of presenting new lexical material.

Thus, taking into account the above prescriptions will turn the mastery of vocabulary from the usual educational routine into an interesting, and therefore more productive process of immersion in the language environment.

The article focuses on specific features of the use of project and game learning technologies in the formation of high school learners foreign language lexical minimum at all three stages of working with vocabulary, taking into account their psychological characteristics, the use of which creates great opportunities for independent cognitive activity of learners.

The application of project technology corresponds to one of the main approaches in teaching — the system-activity approach, the essence of which is to develop learners' skills of independent cognitive activity, such as: information search, analysis and synthesis, comparison, generalization, classification, solving practical problems with its help, drawing analogies. That is why big attention is paid to the development of learners' goal-setting, assessment, reflection, planning skills. The use of project technology in training involves working in this direction, it contributes to the creation of a language environment and the need to use a foreign language in practice. The project method reflects a personality-oriented approach to learning, promotes the study of life practice by means of a foreign language in the real information space.

Literature review

The idea of the project methodology originated at the beginning of the last century in the USA in the writings of H.W. Kilpatrick as an implementation of the concept of instrumentalism of J. Dewey [3, 133].

The project method reflected one's humanistic direction in philosophy and education.

Turning to modern methodology, one can single out the definition of E.S. Polat, who considers project technology as a set of research, search, problem-based methods, creative in their very essence [4, 272].

According to the definition of I.A. Zimnaya, the project method is a learning technology, based on the construction of a model of social interaction in a small group during the educational process [5, 10]. The main thesis of this method is the necessity for the child to know if he understands that the acquired knowledge can be applied in life and get joy and benefit from their application.

The project is aimed at obtaining the final product of jointly planned activities of the subjects of the educational process in the target language. When implementing this technology, there is activity and motivation of participants in the educational process due to collective responsibility, the implementation of ideas of mutual learning. The application of the project method leads to involuntary memorization of foreign grammatical phenomena and lexical units by school students. The advantages of project-based learning technology is in the fact that it is aimed and directed on the scientific search model of foreign language teaching. When using the project method at foreign language classes, the following types of projects are distinguished:

- 1) Constructive and practical projects (creating a communication situation).
- 2) Role-playing projects (a lesson is a game with an independent distribution of roles among learners).
- 3) Research and country studies projects (a narrative about the traditions of English tea drinking).
- 4) Creative projects (essay).
- 5) Draft scenarios (holding the Nauryz holiday in English).
- 6) Publishing projects (publication of an article).
- 7) Projects of a specific sociological study. For example, a project on the topic "Creation and oral communication about a fictional country (geography, laws, economy, industry)" of the section "Virtual reality", studied in the 10th grade of the social and humanitarian direction of the general secondary education

level according to the updated content [6].

Truly productive, useful and entertaining projects have to meet the following requirements:

- 1) The project should correspond to the main training program, it makes it deeper, meaningful and motivated.
- 2) There should be an atmosphere of equality, cooperation and mutual assistance in project teams. Each learner is aware of his role in teamwork and its significance.
- 3) There is no competitive element between the teams. Participants enjoy sharing their experiences, ideas and results with each other.
- 4) Each team member is responsible for the final result.

The use of project technology is appropriate in teaching foreign language vocabulary. Learners are immersed in a foreign language environment. The search for foreign language information beyond the curriculum, its analysis and selection lead to an increase in the receptive vocabulary. The constant use of a thematic dictionary in the design and presentation of the project in English contributes to an increase in the productive lexical minimum, which at the same time is the receptive minimum of learners. The thematic vocabulary of learners is replenished with extracurricular lexical units of profile orientation. And the fact that the bulk of the work is carried out by learners independently and outside the classroom, allows to increase the time of foreign language classes and vocabulary of learners, practically without using the allotted time.

In the course of working on projects, the development of lexical skills occurs and goes proportionally to their volumes: learners replenish their productive lexical vocabulary within the framework of the project presentation. At the same time, their receptive minimum increases, which is also replenished in the process of observing and understanding the projects of other participants.

Thus, project technology is a productive learning technology that fosters independence and responsibility of learners, contributes to the improvement of their search and research skills, as well as the establishment of a solid language base. The use of this technology in the educational process creates great opportunities for learners to express their own point of view and accept the viewpoint of partners in solving situations of problem solving character. The application of project technology requires high professionalism, skill and competence of the teacher, within the framework of which he seeks to teach his wards not only to own information, but also to understand it, process it, and be able to realize it in practice. Setting and solution of problems in the framework of project technology work, highly motivate students in improving their foreign language knowledge and skills due to the fact that they are in active and creative collaboration.

It is advisable to use the project technology at the stages of introducing new lexical units, reflection, as well as as a form of control.

Let's consider the use of game technology at foreign language classes as a means of replenishing, developing and improving lexical skills of senior grade learners.

Materials and method

In teaching foreign languages, special attention is paid to the motivation of learners, since educational activity in the process of language acquisition is a constant speech activity, the development of communicative skills. Cognitive motivation in educational activities is a component of a personality-oriented approach to learning. In turn, cognitive motivation of learners is achieved when they have a cognitive need. The need to develop foreign language communicative skills determines the need to search for techniques, ways and methods of teaching, as much as possible suitable for the constant maintenance and improvement of the level of motivation of learners to learn a foreign language. That's why, the use of game technology is important and significant.

The game has existed for a long period of time, but the content of the very concept of the game has changed over time. In the early stages of an ancient society, a clear activity consisting in imitation of adults was considered a game. Over time, the game had become more and more abstract. Metamorphosis data was caused by the development of society, the complication of its ties, and increasingly clear divisions between adults and children. Today, the elements of the game are present in many spheres of life, the game has accepted a more serious, general scientific status.

When defining a game in the context of cognitive activity, the interpretation of A.A. Derkach will be the most appropriate, according to which the educational game is a game used in the educational process as a task containing a problem or a problem-solving situation, the solution of which will ensure the achievement of a certain educational task. [7].

The use of game technology in the educational process activates the mental activity of learners, while making the learning process entertaining and exciting.

In the framework of game technology use the friendly atmosphere of collaboration is established; learners are relaxed and highly motivated. All this enables them to realize their communicative intentions in a positive unconstrained environment.

According to E. Bern's theory, the game is by its nature close, and sometimes inseparable from specific life situations [8]. The ability to play certain game over and over again, if necessary, prevents from possible difficulties in the process of intercultural communication, such as: cultural shock, intercultural conflict and inconsistency of the vocabulary used in the communication situation.

According to O.Y. Bolotneva, "the conditional nature of the game, the use of dramatic techniques — music, singing, costumes — all this contributes to the formation of the illusion of reality, what is missing in the language audience. The ability to actively act in an illusory reality contributes to the development of various groups of skills, including intercultural communication skills" [9, 76].

Another advantage of using game technology in the process of learning a foreign language is its functional diversity: games can be used both in individual and group work. It implies that, learners have at the same time the opportunity to show their personal qualities and individual abilities, as well as gain experience in collaborative, team work and also develop cooperative skills.

Results and Discussion

The main specificity of gaming technologies is to provide learners with the opportunity to be an active participant in this type of activity, during which the language barrier is reduced, since learners enter the intended role. The development of communicative situations, setting problems and the need to find ways to solve them during the game develop learners' verbal and non-verbal ways of expressing thoughts, which in turn is important for the development of their intercultural competence. Learners' foreign language communicative speech skills are improved through the opportunity in the game: to reason, defend, express their viewpoints.

The usefulness of using game technology at foreign language classes is based on the mechanism of involuntary memorization of the learner. Students instinctively memorize speech constructions used during the game, which makes it possible to introduce new lexical units simultaneously with the actualization of already studied lexical units during the game, thereby reducing the time of mastering lexical units primarily due to a more simplified, and, accordingly, a more accelerated stage of the introduction.

Game technology is finding more and more application in the educational process due to the constant interest of learners throughout the whole process of the game. The competitive element in the game, teamwork,

immersion in the language environment, development of learners' intuition and skills of rapid adaptation to a dynamic communication situation are motivating tools and instrument of the given technology.

Gaming technology has a wider range of applications due to the variety of games used. Games of different structures and difficulty levels are used to consolidate the studied material, when getting acquainted with new vocabulary; at the training stage, as well as at the stage of reflection. This technology develops learners' skills of spontaneous oral speech, using lexical units introduced into the learners' vocabulary. In addition to the above mentioned, the use of gaming technology has an educational function, it contributes to the establishment of a friendly atmosphere of equal partnership.

Conclusions

Thus, summing up all of the above, we conclude that in the modern processes of globalization, when the number of international contacts between states with the participation of specialists from different fields has been increasing, the demand for knowledge of foreign languages increases. One of the factors of successful assimilation of foreign languages today is the intensification of the educational process in a foreign language, including the replenishment and enrichment of the lexical minimum of learners. Consequently, the use of the productive pedagogical technologies for the improvement of learners' lexical skills creates inexhaustible opportunities for foreign language mastery.

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У.И. Копжасарова, В.А. Оспанова, С.Х. Айтбаева

Жоғары сынып оқушыларының лексикалық минимумын игеру арқылы шетел тілін меңгеру дағдыларын жетілдіру

Мақалада орта білім беру саласындағы мемлекеттік стандарттардың жоғары сынып оқушыларының лексикалық жағына қойылатын талаптарына сәйкес жалпы білім беретін орта мектептердің жоғары сынып оқушыларының шетел тіліндегі лексикалық минимумын дамыту және қалыптастыру мәселесі қарастырылады. Авторлар жоғары сынып оқушыларының психологиялық-жас ерекшеліктерін, оның ішінде танымдық қабілеттерін ескере отырып, лексикалық материалды игеру үдерісінің ерекшеліктерін қарастырып, талдады; оқушылардың лексикалық дағдыларын жетілдірудің тиімді құралы ретінде оқытудың жобалық және ойын технологияларының жағымды жақтары мен артықшылықтары талданды; оларды шетел тілі сабақтарында қолдану мысалдары келтірілді. Жұмыста жаңа лексикалық бірліктерді енгізу және рефлексия кезеңдерінде жобалық технологияны қолданудың орындылығы, сондай-ақ, шетел тіліндегі лексикалық дағдыларды дамытудың барлық үш кезеңінде ойын технологиясының әдістері мен тәсілдерін қолдану негізделген. Олардың пікірінше, жобалық технология — бұл оқушылардың тәуелсіздігі мен жауапкершілігін арттыратын, олардың іздеу және зерттеу дағдыларын жетілдіруге,

сондай-ақ берік тілдік базаны құруға ықпал ететін өнімді оқыту технологиясы. Жобалық технологияны қолдану мұғалімнің жоғары кәсібилігін, шеберлігі мен құзыреттілігін талап етеді, оның аясында ол өз қамқорлығындағыларға ақпаратты игеріп қана қоймай, оны түсінуге, өңдеуге және іс жүзінде жүзеге асыруға үйретуге тырысады.

Кілт сөздер: жоба технологиясы, белсенді лексикалық минимум, пассивті лексикалық минимум, лексикалық дағдыларды дамыту, жоғары сынып оқушылары, ойын технологиясы, коммуникативті ниет, жобалық оқыту технологиясы.

У.И. Копжасарова, В.А. Оспанова, С.Х. Айтбаева

Развитие иноязычных умений и навыков старшекласников посредством совершенствования их лексического минимума

В настоящей статье поднимается проблема развития и формирования иноязычного лексического минимума учащихся старших классов общеобразовательных средних школ в соответствии с требованиями государственных стандартов в области среднего образования к лексической стороне речи старшекласников. Авторами рассмотрены и анализированы особенности процесса овладения учащимися старших классов лексического материала с учетом их психолого-возрастных особенностей, в том числе когнитивных способностей и метасознания; анализированы положительные стороны и преимущества проектной и игровой технологий обучения как эффективных средств совершенствования лексических умений учащихся; приведены примеры их использования на занятиях иностранного языка. В работе обоснована целесообразность использования проектной технологии на этапах введения новых лексических единиц и рефлексии, а также применения методов и приемов игровой технологии на всех трех этапах развития иноязычных лексических умений и навыков.

Ключевые слова: проектная технология, активный лексический минимум, пассивный лексический минимум, развитие лексических навыков, старшекласники, игровая технология, коммуникативное намерение, проектная технология обучения.

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