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## **THE ROLE OF INTERACTIVE PEDAGOGICAL TECHNOLOGIES IN ENHANCING HIGH SCHOOL STUDENTS' LEXICAL SKILLS**

Knowledge of foreign languages takes a special place in Kazakhstani society nowadays. According to the Ministry of Education and Science instructional and methodical letter for the 2019-2020 academic year, high school students are supposed to acquire B2 level of CEFR in English by the end of their study. This level requires mastery of approximately 2800 lexical units. Thus, taking into consideration the amount of mandated time given for foreign languages learning, which is 2 hours per week for Mathematics and Natural Sciences profiled classes and 3 hours per week for General and Humanitarian profiled classes, the necessity of exploring and applying new interactive pedagogical technologies, which would also serve the goals of contemporary person-oriented educational paradigm, becomes obvious. These technologies must also be aimed at intensification of the educational process, reducing time spent on low-level cognitive activities along with contributing to the enhancement of students' autonomy. Such close attention to the lexical side of high school students' speech relates to the fact, that teaching lexis is one of the most complicated processes in foreign language teaching and rich vocabulary itself indicates the fluency of student's speech, contributing to their communicative competence.

But what does the term "lexical minimum" stand for? Though definitions given by numerous researchers differ, they all highlight its value in the comprehensiveness of the language. The most extended definition still appears to be the one, mentioned in N.D. Galskova and N.I. Gez's "Theory of foreign languages teaching". In their viewpoint, the active (productive) lexical minimum is a package of lexical units, which students should use in their speaking and writing communication for expressing their thoughts. The passive (receptive) lexical minimum is a totality of lexical units, which students should be able to understand in spoken and written speech, along with the ability to use them [2, p.108]. Therefore, the active lexical minimum is a core for the passive one, which represents students' general mastery of foreign language lexis. This fact reflects the importance of enhancing students' communicative skills, for which the use of interactive pedagogical technologies would be beneficial.

Development of students' lexical skills is scheduled in three stages: presentation of new material, its practice (the variety of exercises aimed at sustaining of new vocabulary) and production, where the students apply new lexis in language skills. Contemporary demands for enhancing students' communicative skills predispose foreign language teachers to put more emphasis on students' speaking and listening skills when arranging the stage of new material production.

The goal of a teacher on the first stage is to provoke students' cognitive activities, implement new vocabulary and control its understanding. Students conceptualize the meaning and formal features of the lexical unit.

On the next stage, the teacher arranges sustaining of new material, providing its permutation and transformation. Students on this stage master the form of a new word, its meaning and collocations with the help of training exercises along with speech-relative ones.

The last stage of production provides students' implementation of new lexis on receptive and productive levels. The teacher's goal at this stage is to motivate and involve students in entertaining communicative situations relevant to their psychological and age specificities. Students apply new vocabulary in the context of foreign monological and dialogical situational speech.

High school students represent abilities of self-reflection, sufficiently developed metacognition, contributing to informed control of existing and obtained knowledge. The metacognitive skills of these students help them make the transition of vocabulary from passive minimum to active one when necessary.

Metaconscious of students simplifies the process of mastering receptive and productive lexical skills. Receptive lexical skills of students, apart from identifying already familiar lexical units, allow learners to put a formerly unknown word into their passive lexical minimum themselves. This includes: exposing the meaning of the word by its collocations and context (Kazakhstan became *independent* in 1991.), understanding the new lexical unit with the knowledge of rules of word construction (kind, kindness), derivation of similar in pronunciation and writing words, identifying of foreignisms, etc. Communicative skills lead learners to realize their communicative intention to the

fullest extent. This includes the correct selection of the vocabulary in accordance with the communicative situation, the combination of new material with an already familiar one, the fulfillment of equal substitutions, mastery of extension and reduction of sentences, use of synonym and antonym range. Hence, sufficiently developed metaconscious of high school students appears to be one of the main factors of their successful new lexis acquiring. And the teacher's goal is to help those learners, who need its growth.

Senior schoolers are characterized by more effective concentration in memorization, but their attention is selective and has an active memorization character. Thereby, it is necessary to use entertaining, diversified, relevant tasks, exercises, assessment methods and pedagogical technologies in general. These technologies must include the essential element of obtaining new material connected with what students already know, and be aimed at making students independent learners and critical thinkers.

Psychological specificities of senior learners predispose the following crucial requirements teaching vocabulary:

1) Considering the maturity of metacognition of students, their age specificities when selecting tasks and exercises.

2) Concentration on independent and research study of students.

3) Rules of new lexical material presentation.

4) Avoiding the use of native language in the semantization of new lexical units.

5) The necessity of an abundance of training and speech exercises.

6) Importance of context during new material's presentation (video, audio materials).

Overall, fulfilling the requirements mentioned above can turn the process of lexis's mastery from routine to interesting occupation, which contributes to its intensification and providing the foreign language environment.

This article addresses the specificities of the use of such interactive educational technologies, as flipped classroom technology and case-study method within three stages of the process of enhancing students' vocabulary taking their psychological and age peculiarities into consideration. Also, the article justifies the feasibility of these technologies' implementation in order to increase the potential of students and provoke their independent cognitive activities.

The contemporary educational paradigm goes hand in hand with modern pedagogical technologies, which impact and shape methods in the educational sphere.

"Flipped classroom" technology appears to be one of those technologies, which meet all the requirements.

The idea of "flipped classroom" is contrary to the customary model of teaching process arrangement, in which the teacher initially monitors previous lessons' knowledge and skills, and then introduces new material. According to the flipped classroom technology, the introduction stage should, on the contrary, be given for students' home assignments since the high school students show a willingness to get familiar with new material due to their specificities mentioned above [3].

Here is the list of features of "flipped classroom" technology:

1. Students get familiar with new material remotely via video or audio resources. And the main and the most complicated activities are conducted by the teacher during the classroom lesson. Teachers clarify only those moments, which cause problems for students' understanding.

2. Teachers arrange pair and group work activities at the lesson, which allows students to move during the lesson, along with contributing to their collaborative skills in mid-term outlook.

3. Students of different knowledge levels are provided with relevant exercises.

4. "Flipped classroom" puts a spotlight on new material elaboration rather than its presentation.

5. The majority of classroom time is devoted to practicing students' communicative skills.

6. The volume of material mastered using this technology increases numerously.

The effectiveness of flipped classroom technology has been verified by numerous researches. The results of those researches depict teachers' choice of this technology rather than the traditional model when working with intermediate or advanced students. Among the main benefits teachers particularly note its contribution to reducing mandated time.

Eric Mazur with his colleagues published the results of his research, indicating that technology of "flipped classroom" leads to a substantial increase in quality of learning to compare with the learning, based on the traditional model. In 1998 Richard Hek gathered examination results' data of students, who were taught lessons traditionally in the form of passive lectures. Then he compared that data with the one about results, shown by students, whose lessons included active interaction

methods providing instant feedback via discussion among peers or among peers and the teacher. He concluded, that the application of “flipped classroom technology” had increased the level of material mastery twice comparing with the traditional way of teaching [4].

Therefore, we may identify 5 beneficial factors of this technology:

- Increase of students` cognitive activities
- Sustained self-motivation of students
- Intimate involvement of students in the learning process
- Students engagement and collaboration
- A friendly and supportive environment not only within the learning process but also outside the school.

Foreign languages teacher, as a manager, coordinator, and facilitator of the educational process, should meet the requirements of the contemporary productive paradigm.

One of the technologies fitting into this system is the case-study method. Case-study technology is both productive and interactive technology. At the same time it is a research technology.

According to A.M. Dolgorukov`s definition, the case-study method is a method of active case analysis, based on addressing particular objectives, or so-called cases [5, 13 p.].

The practical application of this method starts with the preparation of the case: stating the stage objectives and creating the case itself. The case can be presented to students either in written or in the electronic variant. It also may include an appendix. The students` work implies the following steps: careful familiarization with the case content, identification of its problem, information analysis and synthesis, detailed conceptualization, solutions generation, preparation of supporting arguments and ideas and case presentation. After the last stage, the teacher arranges cooperative discussion, in which case presentation is evaluated. The teacher`s goal is to motivate students` discussion, create enabling atmosphere for case presentation, correct students` mistakes, initiate self-assessment upon last stage completion.

The case-study method provides the implementation of theory into practice. It develops students` cognitive abilities, their independent and collaborative work skills, enhances learners` experience by supplying students with professional techniques. It is all positively reflected in students` professional competences.

The case-study method has a great impact on learners. It focuses on the independent use of obtained knowledge in practice. It also provokes students` interest and motivation.

This method instills teamwork experience, sense of responsibility, tolerant attitude to distinct opinion, a culture of interaction and communicative skills.

Researchers also emphasize the role of case-study technology in procedures of assessing. A.A. Orlova claims, that a case as a method of assessment pursues its monitoring, diagnostic, learning, incentive, and educational functions [6, p.35].

Applying technologies under consideration to lexical minimum enhancing, we suggest their use as an integrated system of working with vocabulary. The *first stage* of sustaining the new vocabulary accordingly to the “flipped classroom” technology is presented as a home assignment. Students get familiar with new lexical units via authentic audio or video material. It will be also useful to provide students with the transcripts of this material, where the new vocabulary is highlighted. In this case, students will be able to identify new lexis in both written and spoken way, which means their full acquisition of new lexical units as a part of their passive lexical minimum.

The first section of the *practice stage* may also be performed as a part of the students` home assignments. It may include some initial common exercises to sustain new vocabulary. Among them are matching new words and phrases with their definitions, or with the words of frequent context in order to make and sustain the collocations with new words, gapped sentences, etc.

The second section of the practice stage, consisting of high cognitive activities and more complicated exercises should be conducted by the teacher during the classroom lesson. Due to their level of knowledge, some students may face difficulties at this stage. That is why it would be better to arrange it during classroom work. Among the exercises, we suggest translational ones, which also help students see the incoherence in native and target languages.

The case-study technology is applied during the last, and the most sophisticated *stage of production*. Students should be divided into groups according to their rate of knowledge. And each group is given a case, which problem necessitates the use of new vocabulary in their speech.

Thus, these interactive technologies will make vocabulary teaching more interesting for students, which will motivate them to cognitive activities and consequently positively affect the quality of new lexis mastery. It will intensify the process of learning in general, reducing the time spent on full mastery of new material almost twice. And in a long-term perspective, such technologies contribute to making students independent learners and critical thinkers.

In conclusion, we may say, that modern globalization processes, involving the exchange of ideas and specialists in abundant spheres, demand intensification of foreign language teaching, inter alia enhancing learners' lexical minimum. Thus, the application of most productive technologies in teaching vocabulary provides infinite opportunities for foreign language mastery.

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## **АБАЙ ҚҰНАНБАЙҰЛЫ ШЫҒАРМАШЫЛЫғындағы ҚАЗАҚ ҰЛТТЫҚ СПОРТ ОЙЫНДАРЫНЫҢ ОРНЫ**

Абай Құнанбайұлының шығармашылық мұраларында қазақ халқының қоғамдық өмірінің, оның мәдениеті мен тұрмысының барлық жағын қамтиды. Демек, Абай Құнанбайұлы шығармаларында қазақ халқының бүкіл өмірлік әдет-ғұрпының ажырамайтын бөлігі – ұлттық спорт ойындары мен сауықтарына маңызды орын берілген.

Қазақ халқының ұлы ойшылы Абай Құнанбаев «Ойын ойнап, ән салмай, өсер бала бола ма?» - деп айтқандай балаңыз өмірінде ойын ерекше орын алады[1].

Абай өмір сүрген дәуірде спорттық ойындар қазақтардың қоғамдық және мәдени өмірінде үлкен орын алған. Қазақ халқының көшпелі өмір салтына байланысты қоныс аударуларына байланысты түрлі жарыстар өткізіліп отырған. Бұндай ірі жарыстарға көптеген тамалаушылар жиналатын. Атақты палуандар шабандоздар, мергендердің өнерлерін әркімнің көргісі келетіні анық. Ұлттық спорт ойындарының адамның өсуіне және денесінің шынығуында маңызды орны бар екенін Абай жақсы білген. Сонымен қатар спорттық жарыстарда көрініс табатын жат жағдайдарды да көрмей қойған жоқ.

Кейде осындай жарыстарда таптық, рулық жанжалдар туындап, онда әділдік емес күш жеңіске жететін. Абай Құнанбайұлының шығармаларында қарапайым халықтың ержүректігін, адалдықты жақтап арсыздықты жек көретінін жырлайды. Абай өзі халықтың көптеген ұлттық спорт ойындарын жақсы көрді. Қазақтың ұлттық ойындары ерікті, өжеттікті, батылдықты, шапшаңдықты, байсалдылықты т.б мінез – құлықтың ерекшеліктерімен бірге күш – қуат молдығын, білек күшін, дененің сомдылығын, шынығуын, қажет етеді.

Сонымен бірге бұл ойындар әділдік пен адамгершіліктің жоғарғы қағидаларына негізделген. Сондықтан қазақтың ұлттық ойындары тек ойын-сауықтық жағынан ғана маңызды емес, ол – спорт, ол - өнер, ол – шаруашылық тәрбиелік маңызы бар тәрбие құралы.

Қазақтың ұлттық ойындары: аламан бәйге, көкпар, сайыс, күрес, теңге алу, қыз қуу, жамбы ату спорттық сипатпен бірге үлкен тәрбиелік маңызға әрі қазақтың ұлттық спорт ойындар – бұқаралық маңызға ие.