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PRACTICING VOCABULARY THROUGH INTERACTIVE METHODS

ИНТЕРАКТИВДҮҮ ЫКМАЛАР АРКЫЛУУ СӨЗДӨРДҮ БЫШЫКТОО

ЗАКРЕПЛЕНИЕ ЛЕКСИКИ ЧЕРЕЗ ИНТЕРАКТИВНЫЕ МЕТОДЫ

Abstract: *Using interactive methods in the English classroom can be very effective. Interactive methods or student-based teaching methodology make the learning process fun. They help the students feel free, open, and organized. Working in pairs, small groups, open-class activities, shy students learn from each other and feel safe. This article deals with practicing vocabulary using interactive methods in the English classroom. Different interactive activities used in the classroom to practice vocabulary help the students develop their language competency, communication and presentations skills and use them in life situations effectively, and express his/her opinion orally and in written form.*

Key words: *interactive methods, pair-work, small group activities, run to board activity, jeopardy, role plays, situations;*

Аннотация: Англис тил сабактарында интерактивдүү ыкмаларды колдонуу аябай эффективдүү болушу мүмкүн. Алар студенттерге өздөрүн эркин сезүүгө, ачык болууга жана өздөрүн уюштурууга жардам берет. Интерактивдүү ыкмалар же студенттерге багытталган ыкмалар, тил үйрөнүү процессинин кызыктуу болуусун камсыздайт. Эки-экиден иштөө, кичинекей тайпаларда иштөө, класстагы ар түрдүү ыкмаларда иштөө тартынчаак студенттерге бири-биринен үйрөнүү менен бирге өздөрүн коопсуз сезүүгө жардам берет. Бул макалада англис тил сабактарында өтүлгөн сөздөрдү бышыктоодо жана колдонууда интерактивдүү ыкмаларды колдонуу каралат. Өтүлгөн сөздөрдү ар түрдүү интерактивдүү ыкмалар аркылуу бышыктоо, студенттерге өздөрүнүн тил билиминдеги ишенимин өстүрүүгө, бири бири менен сүйлөшүүдө, өзүн презентациялоого жана аларды күндөлүк турмушта жазуу жана ооз эки колдонууга жардам берет.

Түйүндүү сөздөр: *интерактивдүү ыкмалар, эки-экиден иштөө, кичи тайпаларда иштөө, доскада иштөө, ролдоштурулган оюндар жана ситуациялар.*

Аннотация: *Использование интерактивных методов на занятиях английского языка может быть очень эффективным. Они помогают студентам чувствовать себя свободно, быть открытыми и организованными. Интерактивные методы, или методы преподавания ориентированных на студентов делают учебный процесс интересным. Работая в парах, в малых группах, участвуя в играх, проводимых на занятиях, стеснительные студенты учатся друг у друга и чувствуют себя безопасно. Эта статья рассматривает закрепление и применение лексики через интерактивные методы на занятиях английского языка. Различные интерактивные работы, которые используются при закреплении лексики, способствуют развитию у студентов языковой компетентности, навыков общения,*

презентации себя, и эффективному применению их в жизненных ситуациях, устно и письменно выразить свое мнение.

Ключевые слова: интерактивные методы, работа в парах, работа в малых группах, работа у доски, ролевые игры и ситуации.

Using interactive methods of teaching can be effective in every aspect of teaching English. They can be broadly used in practicing vocabulary as well. What is interactive methodology? This is a methodology that uses students centered activities. Students play an active role in the English classroom not a teacher. Students centered lessons have been used thanks to interactive methods of teaching. The learners are open, because they do not need to work alone or individually at the lesson, or answer the teacher's questions. Every student feels comfortable, because he/she works in pairs, small groups, in situations. A learner feels him/her as a member of the group or small group. They learn from each other as well.

Oxford University Press textbooks: Q Skills for Success, which are based on interactive methods of teaching, effectively are used in the English department. The main goals of the classroom activities are to broaden students' vocabulary and develop their speaking, listening, reading and writing skills, enhance the learners' confidence, develop their communication and presentation skills. Several interactive technics can be used to practice vocabulary as a part of the lesson.

1. Pair-work (5-10 minutes) Pair-work can be used to practice vocabulary. The students work in pairs to practice vocabulary. Student 1 says the definition, student 2 says the word. After they take turns. For example:

Student 1: a big company – student 2 corporation

Student 2: to plan or develop how something will look – Student 1: design

Student 1: to become bigger – Student 2: to expand

Student 1: a noun form of this word – Student 2: expansion

Student 2: to control someone or something – Student 2: to manage

Student 2: a noun form of it: Student 1: manager, management

Student 1: a situation in which people are working together: student 2: unity

Student 1: a verb form of this word: Student 2: to unite

Student 1: State of not being afraid: Student 2: courageous

Student 2: What is its adjective form?: Student 1: courageous

Student 2: What is the synonym of courageous? Student 1: brave

2. Small group activities (5-10 minutes)

Students are asked to count from one to four. Ones form Group # 1, twos-Group # 2, threes- Group # 3 and fours-Group # 4;

Group # 1 is a Noun group: talks to each other and writes and makes a list of nouns of learnt vocabulary. For example: corporation, unity, courage, design, designer, expansion, expert, dependence, manager, challenge, challenger, obstacle, enthusiasm, a talent;

Group # 2 is a Verb group: talks to each other, writes and makes a list of the verb out vocabulary they learnt.

For example: design, challenge, expand, manage, unite, depend on;

Group # 3 is an Adjective group: Talks to each other, and makes a list of adjectives of the words they learnt: courageous, united, challenging, dependent, etc.

Group # 4 is collocation or phrase group: a family unity, the United Nations, to show a lot of courage, an expert of a restaurant business, a large corporation, classroom management, time management, to manage children, etc. After ten minutes, they mix, and form a new group, one student from group #1, one student from group #2, one student from group #3 and one student from group # 4, form a new group and share the words with each other; A student from group # 1 reads the noun words they wrote in his previous group, A student from group # 2 reads verbs, a student from group # 3 reads adjectives and a student from group # 4 reads collocations and phrases.

3. Run to the board activity (10-15 minutes)

Students are asked to open the words they learnt and look them through. After they are asked to count from one to two, #1 students form Group # 1 and # 2 students form Group # 2 and form a line in the classroom in front of the board. The board is divided into two parts. Number # 1 and Number # 2 group students stand side by side. They are asked to put their textbooks aside closed and switch off their mobile phones and listen to the teacher carefully. The teacher pronounces the definition of a word and the student from each group in front runs to the blackboard and writes the word and stands behind the last student in the line. The teacher pronounces the next definition and the next student goes and writes the next word. If the student writes the word incorrectly then they lose the score. The one who writes the word correctly and first, they deserve one score. The score is written on the each side on the top of the board. For example: a big company- a corporation. The group who writes more words correctly, and gets more scores becomes a winner. By the end of the activity the teacher counts the scores of each group, and the group who has more scores becomes a winner. This activity should be conducted in an organized way and quickly, otherwise it can be boring. This activity helps the students be organized and responsible, feel a part of the team.

4. Jeopardy (25-30 minutes)

This activity can be conducted by the end of the Unit, as revision of vocabulary, grammar, collocations and reading as well. The students are asked to look through the whole Unit. After, they are asked to count from 1 to 4. The students who are 1 form group # 1, the students who are 2 form group # 2, threes –Group # 3, and fours –Group # 4. They listen to the instructions of the teacher carefully. The board is divided into 5 sections. Each section has an aspect of the materials the students learn from the Unit.

Group # 1 starts the game. It chooses the aspect and scores. And the teacher pronounces the definition or a question of the column. Students of the group should talk to each other of the question, think during 15 seconds and give the answer. If it is correct they win the score, if it is incorrect the next group can give their correct answer.

Jeopardy

Scores	Vocabulary	Phrases	Gerund/ infinitive	Synonyms Antonyms
100	Who is a person in a book or story? (a character)	Happen (to take place)	Say one verb or phrase after which gerund is used (I am fond of swimming)	Synonym of clever (smart)
200	Completely necessary (essential)	To participate in (to take part in)	Say one verb after followed by infinitive (I want to help you)	What is the opposite of beautiful (ugly)
300	An agreement between people or person (a bargain)	To quit (to give up)	Say a verb followed both by gerund and infinitive (I like reading/I like to read)	What is the opposite of huge (tiny)
400	To make someone believe something (to convince)	Need someone to provide something (depend on)	Propose a wish with infinitive (I want you to be healthy and wealthy!)	What is the synonym of go up (increase)
500	Say the verb form of signification (signify)	Give something to a younger person (pass down)	Say a phrase that means I can't wait for (I look forward to meeting you)	What is the opposite of finite (infinite)

When the groups have answered the questions, they calculate their scores. For example:

Group # 1 got 1500 scores

Group #2 got 1200 scores

Group # 3 got 2800 scores

Group # 4 got 800

The teacher gives a piece of paper to each group and asks to think a score to give to the last question. They can put the whole of their scores but not more. Someone can give a half of their score, for example 600 as Group # 2. Only one minute is given to answer this question. If they can answer the question, in a minute, they can have additional 600 scores as Group # 2: 1200+ 600=1800. If the group # 3 gives 1800 and does not answer, it will lose the whole scores. Group # 3: 1800-1800=0

The students listen to the last question. They write the score, which they can give for this question. They have only one minute to think together and write the answer on the piece of paper. The question: What is the most important thing in a family business? Answer: Unity

The teacher takes the piece of paper and reads the answer of each group and says the winner. The winner is, who writes the correct answer and gets the biggest score.

5. Situations (30-35 minutes)

The teacher asks the students to say winter, spring, summer and autumn.

Group # 1 – “Winter”

Group # 2 – Spring

Group # 3 – Summer

Group # 4 – Autumn

The students are asked to work in groups, use vocabulary, phrases, synonyms and antonyms, idioms and collocations and present their family business, which can successfully work in the season they have chosen. The students discuss, after write about their business using

vocabulary, phrases and collocations, synonyms and antonyms, and present their business during one minute 2 minutes. They can advertise their business too. During each presentation other groups listen to each other carefully and make notes to give feedback. After each presentation, the next group gives feedback to the group on the evaluation list:

Assessment list:

1. She/he was able to speak easily about their family business in winter.
2. We understood her/him.
3. She/he used vocabulary, phrases, collocations, synonyms/antonyms.
4. She/he could easily express her/his opinion.
5. She/he kept eye contact with us.
6. She/he smiled and felt confident.
7. She/he used body language and gestures.
8. She/he pronounced the words correctly and used stress correctly.

There are a lot of ways which make the learning process compelling. There were some of them, which have been successfully used in the English classroom. These techniques make the students open, confident as they can see their progress, and evaluate themselves and each other after each presentation.

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