

## ЛЕКСИКАНЫ ҮЙРӨТҮҮДӨГҮ ТҮСТӨРДҮН РОЛҮ

### РОЛЬ ЦВЕТОВ В ОБОГАЩЕНИИ СЛОВАРНОГО ЗАПАСА ПО АНГЛИЙСКОМУ ЯЗЫКУ

*Abstract: This article has analyzed the role of colors in teaching vocabulary.*

*Аннотация: Макалада лексиканы үйрөтүүдөгү түстөрдүн маанилүүгүнө анализ жүргүзүлдү.*

*Аннотация: В данной статье проанализирована роль цветов в обогащении словарного запаса студентов при изучении английский лексики..*

*Key words: colour, vocabulary, visual, information, importance.*

*Түйүндүү сөздөр: түс, сөздүк, көрүү, маалымат, маанилүүлүк.*

*Ключевые слова: цвет, словарь, визуальная информация, важность.*

Color is a property of light as seen by people. The British and Canadian spelling of the word is colour, the word color is used in American English.

The most common colour names are: red, orange, yellow, green, blue, purple, brown, magenta, tan, cyan, olive, maroon, navy, aquamarine, turquoise, silver, lime, teal, indigo, violet, pink, black, white, gray or grey.

“ Primary colours” can be mixed to make the other colours. Red, yellow and blue are three traditional primary colors. The primary colours for television screens and computer monitors are red, green and blue. Printers use magenta, yellow and cyan as their primary colors; they also use black.

People who cannot see colors or have a distorted sense, sense of color are called *colour blind*. Most color blind people are male.

When something has no color , it is transparent. An example is air.

In this work we are going to focus on colours as a means of visual aid which promotes better vocabulary learning and remembering words, word combinations and grammar structures.

It helps to find similarities and differences in the use of color symbols in different genres, to understand the peculiarities of the culture of the people, their perception of the surrounding world, and to set the peculiarities of translation color symbols.

The main aim of the article is to identify the color notation in linguistics and basic approaches to the study of color indications.

Color words are key vocabulary in any language, at any age. Being able to describe something by its color something by its color is something we do every day. Aristotle viewed colour to be the product of a mixture of white and black, and this was the prevailing belief until 1666, when [Isaac Newton](#)'s [prism](#) experiments provided the scientific basis for the understanding of colour. Newton showed that a prism could break up white light into a range of colours, which he called the [spectrum](#) and that the recombination of these spectral colours re-created the [white light](#). Although he recognized that the spectrum was continuous, Newton used the seven colour names red, orange, yellow, green, blue, [indigo](#), and violet for segments of the spectrum by [analogy](#) with the seven notes of the musical scale.

Visual supports can also be used to attract and hold students' attention (1,15) and “offer a way [for new information] to become part of one's own culture and to learn” (2, p. 677). Students can benefit from visual structure because tying information to a visual medium will provide students with more opportunity to not only retain but also recall information. In fact, mental representations, formed through visual images, serve as a means of connecting those visual images to words. Visual supports such as bolding and underlining key words, bulleted steps, and strategic empty space on a

page can assist, across various age ranges and settings, students' understandings of the required task. Visual supports assist students with mild-moderate disabilities by increasing skills across various areas of learning: content curriculum, behavior skills, social skills, task engagement, independent performance, transition across activities, and response to intervention

Children live in a world surrounded with visual and graphic information (3,98). In the age of television, Internet, movies, music, and videos, much of the world presents and advertises information using color as a medium (3,111). It is said that 80% of all the information perceived by humans is visual and 40% of that information is represented in color (4, 22). In fact, colors provide universal connections because "scientific color research reveals that all people relate to color in much the same way" (5, 173). That is, color is an important aspect in a person's daily life, regarding information perception because color is suggestive and symbolic (5, 75). For example, people generally associate the color "red" with the word "stop" because of the red stop sign or red traffic light. When used associatively, using color imagery as clues adds significant dimension to the understanding of information (6, 506). For instance, "yellow" is the color of the "sun", symbolically representing "warmth".

Colorful visuals are a powerful stimulus to learning because they activate emotions and/or previous knowledge. Using color-coding as a visual support stems a preliminary and associative perspective, which helps relational thinking and recall because color harmonizes current content with previous experience, and color triggers sensations and understandings that help provide visual cues (7, 8). In effect, color-coding, as a visual cue, promotes a continuity for reasoning and constructed meaning of current content (6, 510).

Color words are key vocabulary in any language, at any age. Being able to describe something by its color is something we do every day.

Teaching colors to a beginning English learner can be challenging. They may not have enough vocabulary for you to be able to describe things to them in order to teach colors.

There are several activities concerning teaching vocabulary through different colors.

#### **"First thing."**

This is best done with a card that has the target color on it along with the written name of the color. Showing one card at a time, it is good practice to pronounce the color clearly to the class back to you.

#### **"Swap Seats"**

This game will keep everyone hopping, even adults. To start, review what colors people are wearing. Put chairs in a circle, enough so that each student has his own chair. Hold up a color card, and have all those who are wearing that color swap seats. After the students become comfortable, take one seat away after calling color so that someone will not have a seat after swapping. That person is then out. Play until there is a winner. Students of all ages enjoy this engaging game.

#### **"It is all in the Bag."**

This is another game for reinforcing colors. This one requires some prepping ahead of time for you. You will need to gather various small items of different colors and put them in a large canvas bag. You will also need either a color wheel which you can spin and have it land on a certain color. Have the other students each blindly pick an item from the bag. They must tell you what color it is. If it matches the target color, they get a point. This continues until all of the items are gone from the bag. Whoever has the most points at the end of the game wins.

#### **"I Spy"**

The traditional game of I Spy is great for teaching colors. You should start by saying or explaining the meaning of the phrase I Spy.

Then say, I Spy something \_\_\_\_\_(name the color).

The students need to guess what you are thinking of in the classroom. Try to be mindful of the fact that some students may not have the vocabulary to name their intended item. First, have them try to describe it, but if you see frustration setting in, you may let them point to it and give them the word. This game can help not only with color words, but with general vocabulary as well. You will see how determined to use their vocabulary a student can become if they want to guess that item!

## **“B-I-N-G-O!”**

Playing Color Bingo Game will help enliven any classroom! Students of all ages enjoy playing bingo, and Color Bingo will put them to use all of their vocabulary. If you have or can find a Color Bingo game, that is great. If not, you can easily make one. Print out a blank one, get something for them to use as markers or chips on the board, and hand out one card to each student. Also, give them markers, crayons or colored pencils in the colors that you want in your game. Put color cards for of the colors you want to include in the game, and tell the students to color in their boxes using the colors on the boarding whatever order they choose. Next, start calling the colors. Students need to mark each color as it is called, and call out, Bingo when they check them with you. You may want to have small prizes available for the winners.

Another useful method in teaching vocabulary involves the use of colour. This methodology has been tested by Gnoinska (8, 403), an English teacher working at the Teacher Training College in Sosnowiec, Poland. The classroom research conducted by her using colour to teach vocabulary gave fruitful results. The article published by her in the online journal “Forum” (Volume 36 No: 3, July September

1998, page 12) focuses on this concept.

According to her, colours have a tremendous influence on human health and psyche. Lack or over abundance of certain colours can cause physical or emotional disorders. Exposure to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains or even the colour of the teacher’s clothes can either soothe or irritate learners. Colour is also an important tool in visual thinking. It separates ideas so that they can be seen more clearly. It stimulates creativity. Colour captures and directs attention. Even conventionally outlined notes can benefit from colour coding; maps, cluster maps, mandalas and most expressive drawings are considerably more effective in colour (10, 109).

It is a well known fact, “Tracing a picture of the definition produces better recall than writing the definition and creating one’s own visual image is more effective than tracing” (11, 171). Using colour in a number of ways produces similar results. Learners concentrate better, spending more time processing a word and find learning more interesting and pleasant. Colour is useful in learning and revising, as well as making learners and teachers become aware of the ways in which they should approach certain tasks.

Coloured chalk or pencils can be used for learning spelling and pronunciation, for remembering the word’s grammar, for teaching semantic categories and word differences, for learning morphology and for drawing learners’ attention to words and for stimulating discussions.

### **Benefits of Teaching Vocabulary in Colour**

Colouring words helps learners to concentrate on the task and extends the time and attention learners give to each word to be learnt. Underlining words or decorating them with coloured pencils is an activity no student can get wrong and the feeling of success is extremely encouraging for all learners. Texts and exercises coloured with pencils look more familiar or personal to learners and are much easier to work with, than clean texts while revising the material.

We also teach semantic categories and word differences by underlining all words in a text connected with a given topic with a coloured pencil. We could mark adjectives, with positive and negative meanings, with different colours and underline synonyms or antonyms of certain words. We could also practice morphology by means of colouring all prefixes and suffixes in a passage and underlining the stems of given words. *Journal of NELTA Vol. 15 No. 1-2*

This work has discussed some of the innovative strategies that can be employed in teaching vocabulary. We understand from the discussion of the Ripple effect method that the meanings of a word are often related. There is always a core meaning with all the other meanings extending from it. Imagination and association are techniques to link the meanings together.

Many learners consider learning vocabulary as a tedious job. They come to rely on incidental learning, finding intentional studying boring and inefficient. Teachers develop various mnemonic (aiding the memory) strategies employing action, music, drawing and fantasy. One such strategy is

developing vocabulary with the help of colour. The Word Wall approach helps learners build their vocabulary and vocabulary-learning strategies.

The versatility of the approach makes it attractive for teachers in a range of instructional settings.

In all cases, the Word Wall can assist learners in building their vocabulary, thereby improving their language proficiency and ability to function in the target language

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