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**THE WАYS OF ENCOURАGING STUDENTS' INTEREST АT LEARNING ENGLISH**

The aim: to increase and motivate students' interest in learning English using effective methods in everyday life.

Nowаdаys, learning English language is very important, but in spite of this we have many unmotivated (who have no motivation) and demotivated ( who have lost their motivation) students. And we should, not should, but must involve all the types of students to be interested in our subject and encourage them.

However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary. For a long time, teaching approaches as the Direct Method and audiolingualism gave greater priority to the teaching of grammatical structures. In order not to distract from the learning of these structures, the number of words introduced in such courses was kept fairly low. Those words which were taught were often chosen either because they were easily demonstrated, or because they fitted neatly into the 'structure of the day'.

And this project work is about the importance of the vocabulary, how is it learned and remembered. And I hope that this project work will be useful for subject teachers who wish to improve learners knowledge and to develop their classroom skills in this important area.

Why did I choose this topic?

At the beginning of the school year, I took a test from students in grade 5 and identified students with a low level, so I decided to raise the children's levels using different methods.

How is vocabulary learned?

Most learners, too, acknowledge the importance of vocabulary acquisition. Here are some statements made by learners, in answer to the question How would you like to improve your English?

Oral is my weakness and I can't speak a fluent sentence in English. Sometimes, I am lack of useful vocabularies to express my opinions.

My problem is thаt I forget the words soon after I have looked in the dictionary. For example, when I read a topic in English.

I would like to improve my vocabulary. I have the feeling that I always use the same idiomatic expressions to express different sort of things.

I'd like to enlarge my vocabulary. Too often my speaking is hard caused by missing words.

In each my lesson I pаy more attention to the new words because vocabulary is the most important aspect of language. Mostly in our lessons we use reading, listening and watching videos. But we can't do discussion, because our students less lexicon.

Аs you can see, practicing is more useful for us. Children like to move, learn through experience and doing, especially schoolchildren of the 5th grade are not afraid of making mistakes or taking risks and they are best learned through the supplementary materials and realia.

Reading-10%

Audio-20%

Video-30

Discussion-50%

Practice-75%

Visual aids take many forms: flashcards, wall charts, transparencies projected on to the board or wall using the overhead projector, and board drawings. Not only can such pictures be used to present new vocabulary items, but they can be used to practise them. The use of pictures or objects as prompts for vocabulary teaching can be enhanced if some basic principles of memory are taken into account, including the principle of distributed practice.

Labelling-a piece of [paper](https://www.collinsdictionary.com/dictionary/english/paper), [card](https://www.collinsdictionary.com/dictionary/english/card), or other material [attached](https://www.collinsdictionary.com/dictionary/english/attach) to an [object](https://www.collinsdictionary.com/dictionary/english/object) to [identify](https://www.collinsdictionary.com/dictionary/english/identify) it or give [instructions](https://www.collinsdictionary.com/dictionary/english/instruction) or [details](https://www.collinsdictionary.com/dictionary/english/detail) [concerning](https://www.collinsdictionary.com/dictionary/english/concern) its [ownership](https://www.collinsdictionary.com/dictionary/english/ownership), use, [nature](https://www.collinsdictionary.com/dictionary/english/nature), [destination](https://www.collinsdictionary.com/dictionary/english/destination), etc.

Usually to practice the new words I use labelling-that is, mapping words on to concepts-so that the concept, for example, of dog has a name, dog or doggie.

But not all four legged animals are dogs: some may be cats, so the child then has to learn how far to extend the concept of dog, so as not to include cats, but to include other people's dogs, toy dogs, and even pictures of dogs. In other words, acquiring a vocabulary requires not only labelling but categorising skills.

Then, to check learners' understanding I give them words with their translation to do matching or mixing letters with the correct written words.

If they can't label or match some words I try to show them definition through the gestures or facial expressions. By this way they remember more.

To activate prior knowledge I usually use the games "Crocodile", "Loop game", "Touch and go" and "Kick down"

The game "Crocodile"-in this game one student show the word by gestures or facial expressions and other students try to guess what word is it.

Loop game-this game is useful for practice words (antonyms, synonyms) and grammar theme.

I have many difficulties with my learners in writing аn essay. So, to improve their writing skills I always give them 2 or 3 themes. They choose one of them which they like and write. Of course, they can't write whole the essay in English, so they write it in their native language, but they should add English words which they know for each sentence. By this method I improve my learners lexicon, writing and cognitive skills.

In this project work I presented clаssroom activities designed to integrate newly acquired words into the learner's lexicon. Key principles underlying such activities аre the importance of:

making successive decisions about words

productive as well as receptive tasks

the judicious use of highly engaging activities such as games

Decision - making tasks include the following types:

identification

selecting

matching

sorting

ranking and sequencing

Games that draw attention to newly learned words often encourage recall through guessing and categorising.