

Happiness is the most positive and beautiful emotional state of a person. In all languages of the world, including the English and Karakalpak languages we are studying, there are expressions denoting this divine gift. So, in the Karakalpak language, PhU baxtı ashılıw “to plunge into happiness; to enjoy happiness”.

Positive emotions include high spirits, joy and fun: kewil jazıw – have fun.

Here are other Karakalpak examples that denote fun: kewli tastı – he was amused; he was in a good mood; his mental boredom was dispelled; he was happy.

Thus, in the phraseology of the English and Karakalpak languages, a large number of units describing a variety of human emotions have been identified. They are actively used in a literary text, which is a source of studying the vocabulary of the character and the author, as well as a link between them.

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THE IMPORTANCE OF USING LANGUAGE GAMES IN TEACHING VOCABULARY

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Vocabulary is the important part of English language teaching and learning because without enough vocabulary students cannot understand others or communicate their own ideas. It is repeatedly understood that learning many words is only useful for writers and speakers, but the reality is that everyone benefits from it, both personally and professionally.

Vocabulary has many definitions such as English skill. According to Richards and Renandya [7]:

“Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.”

As Nurjan Jalgasov mentioned, with the help of proverbs in human's cognition various images are created as well as people's feeling and sufferings are reflected in the surrounding of objects and people of the world. Proverbial constructions are created by people but they are registered in language system in special dictionaries. Proverbs are able to demonstrate language bearers' culture and national spirit of the language [5].

In other word, vocabulary is the most essential of many aspects language. When people have large knowledge about vocabulary, they better in many aspects automatically. And also, they can be more confident to use their ability. So, learners need to learn seriously because without vocabulary and acquiring strategies that used they will be found difficulty in English skill.

In this vein, there are many techniques and methods that can be used to introduce vocabulary. However, there are many factors that should be taken in consideration concerning the manner of introducing new items. Furthermore, when teachers want to make their students remember new words; they should present them in context, practice them and revise them to avoid forgetting. So, the learning of vocabulary items depends on the way they are presented and the way they are revised.

Teaching vocabulary is not easy as we think. We have to find the way to deliver material in a good way, which is why the teacher supposed to be creative in vocabulary. Thornberry [9] mentions some techniques for remembering word in teaching vocabulary. They are using mnemonic or often called key word by picture, word card, guessing from context, coping strategies for production, using dictionary, spelling rules (usually using dictionary that used to check it), keeping record, motivating.

Teaching methods and learning strategies have been developed worldwide with the express purpose of improving students' English ability [2]. Using games is one such method and it is a popular contemporary trend.

According to The Longman Dictionary of Language Teaching and Applied Linguistics [8], games are defined as "an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language". Language games are not aimed to kill time or break the ice between teachers and students. Hadfield [3] said games are "an activity with rules, a goal and an element of fun".

A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

Games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game.

McCallum [6] emphasizes this point by suggesting that "games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques." Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely [1]. Games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective but the teacher has to consider the best game for the students.

One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication.

Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

Wright et.al [10] state that "game is an activity which entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others." The statement

above suggests that the teachers must bring the games when they are teaching the English language. In order to the students are not feeling bored and lazy when they are learning English.

There are some types of games for the language learners from Wright et.al [10], they are:

a) Care and share

‘Caring and sharing’ games include all those games in which the learners feel comfortable while sharing personal information with other learners. These games relate more to invitation than a challenge.

b) Do: move, mime, draw, obey

The learner is expected to do something non-verbally in response to a read or a hear text.

c) Identify: discriminate, guess, speculate

The learner is challenged to identify something which is difficult to identify or to hypothesize about something which is then compared with the fact.

d) Describe

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture.

d) Connect: compare, match, group

The learner is challenged to connect, compare, match or group various items of information, perhaps picture or texts, objectively or subjectively.

f) Order

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

g) Remember

The learner tries to remember something and then communicate what he or she has remembered.

h) Create

The learner is challenged or invited to make a story, write a poem or produce some other kind of material using their imagination.

Where each type of pictures has their own use that could be applied to the students, and it is important to the teacher that using games as media to understand well which picture can be used for their students.

According to Huyen [4] there are some advantages of games especially in teaching vocabulary: “First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.”

Based on the statement above, games are very useful for the learners while they are learning English. Learning English can be easier and the students can be open mindedly. Even they do not understand about the meaning of the games it can make the students seek to understand how to play the game. So, all of the students take part to play the game.

Classifying games into categories can be difficult, because categories often overlap. Hadfield [2] explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieve the communicative goal.

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**МӘДЕНИАРАЛЫҚ ҚАРЫМ-ҚАТЫНАСТАҒЫ КОНСТРАСТИВТЕРДІҢ
ҚОЛДАНЫСЫ (ҚАЗАҚ, ОРЫС, АҒЫЛШЫН ЖӘНЕ АРАБ ТІЛДЕРІ
КОНСТРАСТИВТЕРІНІҢ ТІЛАРАЛЫҚ БАЛАМАЛЫҒЫ НЕГІЗІНДЕ)**

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Оппозициялық семантикаға құрылған қарама-қайшылықты барлық жағынан жеткізе алатын тіліндегі қарама-қарсы бірліктерді номинациялау дәстүрін жалғастыра алатын контрастивтер термині гипероним термин (араб тілінде- әл-аддад) ретінде ұсынылды. Қазақ, ағылшын және араб тілдерінің контрастивтерін топтастыру барысында салғастырылатын тілдердің антонимдері оппозиция әдісі арқылы талданып, олар градуалды, привативті және эквиполентті түрлерге жіктелді. Үш тілде де эмоционалды-бағалауыштық энантионимдер номинативті энантионимдерге қарағанда өнімділік сипатымен айрықшаланады.

Термин «контрастивы», который может продолжить традицию именных единиц на языке, который может быть выражен в противоположность семантическим противоречиям, был представлен в качестве термина «гипероним» (на арабском языке-аль-аддад). В ходе классификации контрастивов с казахского, английского и арабского языков, были исследованы антонимы сопоставляемых языков методом оппозиции и подразделились на градуальный, привативный и эквиполентный виды. В отличие от номинативных энантионимов, эмоционально-рациональные энантионимы отличаются качеством продуктивности во всех трех языках.

The term of a kontrastiva which can carry on tradition of personalized units in language which can be expressed contrary to semantic contradictions was submitted as the term a hyperonym (on Arab al-addad). During classification of kontrastiv from the Kazakh, English and Arab languages, antonyms of the compared languages were investigated by method of opposition and were subdivided into gradual, private and equipollent types. Unlike, nominative enantionim, emotional and rational enantionim differ in quality of efficiency in all three languages.

Қазақ, ағылшын және араб тілдеріндегі узуалды антонимдер градуалды, привативті және эквиполентті антонимдерге ажыратылып топтастырылды. Бұл жүйелеудің негізі универсалды болғандықтан, қазақ, ағылшын және араб тілдеріне ортақ. «Градуалды антонимдер белгілі бір қасиеттің, сапаның ең соңғы шегіне дейінгі дәрежесін білдіреді. Олардың арасында аралық мағыналарды білдіретін бір немесе бірнеше компонент болуы мүмкін. Бұл аралық мүше қасиет-сапаның өлшемдік шкаласының дәл ортасында орналасып, сапа белгісінің қарама-