



recorded during free play during 8 months of kindergarten attendance. After the application of “incidental learning” to complex sentences, there was an increase in children’s use of spontaneous complex sentences. They were addressed to the teacher or to other children, depending on who responded to the learners’ request for toys. So, “incidental or vocabulary learning” also stimulated spontaneous variety in speech and proved to be generally applicable in the process of teaching children.

Nowadays this method is used in teaching foreign language. It is very effective in school programs, too. Let’s, first define the term itself.

According to Artemenko N.A. “Incidental learning is teaching speech or vocabulary. It is also expanding the use of vocabulary in speech” [2, p. 61].

Incidental teaching sometimes referred to as «Natural Teaching». Incidental learning is based on the student’s initiative himself. Initiative reactions appear due to the presence of motivational factors in the student’s usual environment.. If there are many things in the language environment that he loves or is interested in, then he will learn quickly. The key factor of the initiative of language learners will be effective. The fact that the object is enhanced by the manifestation of initiative in the future.

Vygotsky L.S. stated the fact that “incidental learning refers to the one-on-one interaction between the teacher and language learners occurs naturally in an unstructured situations. This method is used by the teacher to pass on information to the language learners” [3, p. 50].

Rubinshtein S.L. considers that the nature and level of clues and keys used in incidental learning to name objects and their properties. These cues describe the functions of objects that have been reflected previously (Hart and Risley, 1974). Some questions remain about the nature and retention of the language learned through incidental learning. In teaching vocabulary, a teacher’s cues are needed throughout training [4, p. 56].

Language exists as a means of communication. Based on this, we will talk about the practical goals of teaching a foreign language in secondary school. This, in turn, determines the entire methodology of working with the language, speaking should be an integral part of every lesson. Speaking, as in the object of education, two subjects of education can be distinguished: listening and speaking. Listening and speaking contribute to each other’s development in the learning process. To understand, you need to speak. Understanding is formed in the process of speaking, and speech is formed in the process of understanding.

At the first stage, we can put toys, sweets, books, mobile phones, video cassettes or in transparent but closed boxes. So, the language learners would see them, but could not get them. Additional options are to start speaking about the objects of language learners’ interest. Language learners start talking about its main features.

At the second stage, we need to wait until language learners take the initiatives. It is very important while waiting not to give any instructions or hints in order to awaken the initiative. Initiatives can be shown with a look, a gesture, a single sound, a word or a sentence.

At the third stage, after language learners have taken their initiatives, a teacher should give the language learners a hint for more complex expressions. These cues can be given through words or in non-verbal means of communication. Non-verbal means of communication are gestures, mimes, written words, pictures, movement, silent videos



and etc. They actively influence the informational interests, the needs of the audience, its motivation, and thus exert considerable pressure on the worldview and expression of activity. The viewer's emotional empathy determines the depth of the film's (information) plot and contributes to mastering the proposed reaction. The emotional expression of a film character is often absorbed unconsciously by a sympathetic viewer at the appropriate level of experience. This effect is called "emotional contagion".

At the last stage, a teacher needs to give language learners an object of their interest. Learning occurs when language learners have received what they asked for. Even if the language learners were not able to repeat the expressions with accuracy, they must repeat this expression by themselves. There is no need to give additional encouragement. It is enough that the language learners get what they wanted. This method allows generalization to be achieved faster than other methods.

Selevko G.K. emphasized, the research has revealed that benefit from any curriculum includes a wide range of situations and life experiences that require the use of foreign language expressions. The incidental learning allows teachers to adapt the learning process to a wide variety of individual characteristics [6, p. 42].

According to Kunnanbayeva S.S. "the expansion of the vocabulary occurs not only through the words of the standard literary language" [7].

One of the effective methods of employing vocabulary is through video technologies. Effectiveness of videos in teaching a foreign language at the professional level, methodological guidelines for the use of interactive materials, especially audio and video films, were proposed. At the same time, ways of developing the communicative language ability of learners by using multimedia technologies were considered.

When using free video, the students themselves must decide what vocabulary to use, how the action should develop, the teacher only names the topic of the role-playing game, and then asks the students to create different situations that touch on different aspects of this topic [35, 75].

The use of video films in teaching a foreign language is carried out in a positive creative environment. The more comfortable students feel using videos, the more interested. They will be in communication. Over time, there will be a sense of confidence in one's own abilities, that is, confidence in understanding and analyzing various video and audio materials. It creates a sense of satisfaction and joy in students. Both the teacher and the student can perform the main activity of using videos and preparing them during the lesson.

Using games also can be another example of incidental vocabulary learning. Let's give the following examples:

Task 1. Examination of words denoting the action of the subject.

A. Instruction: "Tell me, who is doing what?"

The horse - (jumps), the pilot - (flies). Caterpillar - (crawls), doctor - (treats).

Bird - (flies), janitor - (sweeps). Fish - (swims), fisherman - (catches fish).

Dog - (runs, barks) athlete - (competes, wins). Cook - (cooks), educator (educates, teaches).

Task 2. What is used in extinguishing the fire?

- Construction Materials
- Cars of the Ministry of Emergency Situations



- Aircraft
- Helicopters

In encouraging students to speak through role-playing games, importance is attached to the following concept: it is a person-to-person communication, conversation, that is, a person conveys his thoughts to another person orally, speaks, says.

Task 3. Join the left and right columns:

- 1) Zone a) incident
- 2) Critical b) danger
- 3) Emergency c) disaster
- 4) Liquidation d) situation
- 5) category e) consequences

Key: 1 c); 2 d); 3 a); 4 e); 5 b).

In addition, the effectiveness of the game as a learning depends on following a number of requirements, i.e. they are: the presence of an imaginary situation in which students act, a plan, and students must understand the result of the game, the rules of the game. The game is not just collective fun, it is the main way to achieve all the tasks of education, so it is necessary to know what skills and flexibility it requires, what the student can do and what he learned during the game.

Task 4. Connect the meaning and the word:

- 1) the object does not work, does not perform its functions a) struggle
- 2) people leave the disaster area b) malfunction
- 3) the incident has not yet happened, but may happen c) a threat
- 4) people are trying to stop the elements d) evacuation

Key: 1 b); 2 d); 3 c); 4 a).

The use of incidental learning allows us to effectively develop all types of language skills and vocabulary. Video materials are helpful in contributing to the value-semantic orientation of language learners.

To enrich the passive vocabulary, it is important to update the semantics of rarely used words. We focused on special words and occasional vocabulary. When working with a potential vocabulary, “supports” are important. With the help of them unfamiliar words are explained. Such “supports” in our work were the context. They are typical morphemes, derivational structure of the word and poly-semantic words. The topics we have touched on in video materials can be continued in different directions. The use of problem based tasks and games have been effective in the development of vocabulary during the organization of educational activities.

Thus, incidental learning is effective in developing learners’ vocabulary and language skills by employing the video materials chosen by teacher. The objects and situations that often and naturally appear in the language environment help to enrich vocabulary extensively.

To conclude, we want to point out that:

- Teaching methods provide optimistic planning, understanding and control of one’s own motivation and the reactions to other people, as well as influencing the success of communicative interaction.

-Technologies have been developed to improve the effectiveness of the formation of vocabulary by ensuring the integrity of learning and teaching processes of cognition.



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