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«ХАЛЫҚ» ЖҚ

# Х А Б А Р Ш Ы С Ы

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**ВЕСТНИК**

РОО «НАЦИОНАЛЬНОЙ  
АКАДЕМИИ НАУК  
РЕСПУБЛИКИ КАЗАХСТАН»  
ЧФ «Халық»

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В 2016 году для развития и улучшения качества жизни казахстанцев был создан частный Благотворительный фонд «Халык». За годы своей деятельности на реализацию благотворительных проектов в областях образования и науки, социальной защиты, культуры, здравоохранения и спорта, Фонд выделил более 45 миллиардов тенге.

Особое внимание Благотворительный фонд «Халык» уделяет образовательным программам, считая это направление одним из ключевых в своей деятельности. Оказывая поддержку отечественному образованию, Фонд вносит свой посильный вклад в развитие качественного образования в Казахстане. Тем самым способствуя росту числа людей, способных менять жизнь в стране к лучшему – профессионалов в различных сферах, потенциальных лидеров и «великих умов». Одной из значимых инициатив фонда «Халык» в образовательной сфере стал проект *Ozgeris powered by Halyk Fund* – первый в стране бизнес-инкубатор для учащихся 9-11 классов, который помогает развивать необходимые в современном мире предпринимательские навыки. Так, на содействие малому бизнесу школьников было выделено более 200 грантов. Для поддержки талантливых и мотивированных детей Фонд неоднократно выделял гранты на обучение в Международной школе «Мирас» и в *Astana IT University*, а также помог казахстанским школьникам принять участие в престижном конкурсе «*USTEM Robotics*» в США. Авторские работы в рамках проекта «Тәлімгер», которому Фонд оказал поддержку, легли в основу учебной программы, учебников и учебно-методических книг по предмету «Основы предпринимательства и бизнеса», преподаваемого в 10-11 классах казахстанских школ и колледжей.

Помимо помощи школьникам, учащимся колледжей и студентам Фонд считает важным внести свой вклад в повышение квалификации педагогов, совершенствование их знаний и навыков, поскольку именно они являются проводниками знаний будущих поколений казахстанцев. При поддержке Фонда «Халык» в южной столице был организован ежегодный городской конкурс педагогов «*Almaty Digital Ustaz*».

Важной инициативой стал реализуемый проект по обучению основам финансовой грамотности преподавателей из восьми областей Казахстана, что должно оказать существенное влияние на воспитание финансовой

грамотности и предпринимательского мышления у нового поколения граждан страны.

Необходимую помощь Фонд «Халык» оказывает и тем, кто особенно остро в ней нуждается. В рамках социальной защиты населения активно проводится работа по поддержке детей, оставшихся без родителей, детей и взрослых из социально уязвимых слоев населения, людей с ограниченными возможностями, а также обеспечению нуждающихся социальным жильем, строительству социально важных объектов, таких как детские сады, детские площадки и физкультурно-оздоровительные комплексы.

В копилку добрых дел Фонда «Халык» можно добавить оказание помощи детскому спорту, куда относится поддержка в развитии детского футбола и карате в нашей стране. Жизненно важную помощь Благотворительный фонд «Халык» оказал нашим соотечественникам во время недавней пандемии COVID-19. Тогда, в разгар тяжелой борьбы с коронавирусной инфекцией Фонд выделил свыше 11 миллиардов тенге на приобретение необходимого медицинского оборудования и дорогостоящих медицинских препаратов, автомобилей скорой медицинской помощи и средств защиты, адресную материальную помощь социально уязвимым слоям населения и денежные выплаты медицинским работникам.

В 2023 году наряду с другими проектами, нацеленными на повышение благосостояния казахстанских граждан Фонд решил уделить особое внимание науке, поскольку она является частью общественной культуры, а уровень ее развития определяет уровень развития государства.

Поддержка Фондом выпуска журналов Национальной Академии наук Республики Казахстан, которые входят в международные фонды Scopus и WoS и в которых публикуются статьи отечественных ученых, докторантов и магистрантов, а также научных сотрудников высших учебных заведений и научно-исследовательских институтов нашей страны является не менее значимым вкладом Фонда в развитие казахстанского общества.

С уважением, Благотворительный Фонд «Халык»!

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## EXPERIMENTAL EVALUATION OF VOCABULARY DEVELOPMENT TOOLS IN THE ENGLISH CLASS

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**Abstract.** This article devoted to research the effectiveness of methodological tools which uses for the development of English vocabulary of 6–7 grades pupils'. In this case. we have used our published methodological book for experiment which named "A set of exercises for the development of English vocabulary for pupils of 6–7 grades". The aim of this study was to find out effectiveness of additional methodological tools for the development of English vocabulary pupils', that is, teachers will take controlling tests from pupils through methodological book which will define the level of vocabulary of pupils' according to whole Unit. And after testing teachers will know how many words do pupils learn. If teachers define pupils' level reduces, teacher will work to increase their vocabulary level. The main point in this case to define what pupils have learnt from provided lessons, because without like feedback the quality of educational process may decrease. And such ways will help teachers solve problems which meet in educational process. To reach



our aim we have used these research methods (controlling, testing) and these methods helped us to research this study deeply. About 70 pupils' participated from 6–7 grades. We have studied them through dividing them into experimental group and controlling group. As a result, taken results will have suggested for teaching process of English vocabulary to 6–7 grades pupils in secondary schools. In one words, the methodological tools for the development of English vocabulary is needed to constantly determine the quality of education and raise the level of students. Because, today's demanding according to raise quality of education is needed to be ready for any changes in this process. So on, suggested information and each provided researches are important in this case.

**Keywords:** 6–7 grade, vocabulary, methodological tools, development, English

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### АҒЫЛШЫН ТІЛІ САБАҒЫНДА СӨЗДІК ҚОРДЫ ДАМУ ТУРАЛЫ ҚҰРАЛДАРЫН ЭКСПЕРИМЕНТ НЕГІЗІНДЕ БАҒАЛАУ

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**Аннотация.** Бұл мақала 6–7 сынып оқушыларының ағылшын тілінің сөздік қорын дамытуда қолданылатын әдістемелік құралдардың тиімділігін зерттеуге арналған. Осы орайда біз «6–7 сынып оқушыларының ағылшын тілінің сөздік қорын дамытуға арналған жаттығулар жинағы» деп аталатын



әдістемелік кітабымызды эксперимент үшін қолдандық. Бұл зерттеудің мақсаты — оқушылардың ағылшын тілінің сөздік қорын дамытудың қосымша әдістемелік құралдарының тиімділігін анықтау, яғни мұғалімдер әдістемелік кітап арқылы бақылау тесттерін оқушылардан алады, ол жалпы бөлім бойынша оқушылардың сөздік қорының деңгейін анықтайды. Ал мұғалімдер тестілеуден кейін оқушылардың қанша сөз үйренетінін білетін болады. Егер мұғалімдер оқушылардың деңгейінің төмендегенін анықтаған болса, онда олардың сөздік деңгейін арттыруға жұмыс жасайтын болады. Бұл жағдайда негізгі мәселе оқушылардың берілген сабақтардан не үйренгенін анықтау болып табылады, өйткені кері байланыссыз оқу үдерісінің сапасы төмендеуі мүмкін. Ал мұндай жолдар мұғалімдерге оқу процесінде кездесетін мәселелерді шешуге көмегін тигізеді. Мақсатымызға жету үшін біз осы зерттеу әдістерін (бақылау, тестілеу) қолдандық және бұл әдістер бізге осы зерттеуді терең зерттеуге көмектесті. 6–7 сыныптардан 70-ке жуық оқушы қатысты. Біз оларды эксперименттік топқа және бақылау тобына бөлу арқылы зерттедік. Нәтижесінде алынған нәтижелер жалпы білім беретін мектептердің 6-7 сынып оқушыларына ағылшын тіліндегі сөздерді оқыту үдерісіне ұсынылатын болады. Бір сөзбен айтқанда, ағылшын тілінің сөздік қорын дамытудың әдістемелік құралдары оқушылардың білім сапасын үнемі анықтап, деңгейін көтеру үшін қажет. Өйткені, бүгінгі оқу сапасын арттыруға бағытталған талап кез – келген уақытта өзгеріске дайын болуды қажете етеді. Сондықтан да бұл орайда ұсынылған ақпарат пен әрбір ұсынылған зерттеулер маңызды.

**Түйін сөздер:** 6–7 сынып, әдістемелік құралдар, дамыту, ағылшын тілі

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## **ЭКСПЕРИМЕНТАЛЬНАЯ ОЦЕНКА СРЕДСТВ РАЗВИТИЯ СЛОВАРНОГО ЗАПАСА НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА**

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**Аннотация.** Статья посвящена исследованию эффективности использования методических средств для развития словарного запаса английского языка учащихся 6–7 классов. Для эксперимента было использовано изданное авторами методическое пособие «Комплекс упражнений для развития словарного запаса английского языка для учащихся 6–7 классов». Цель данного исследования состоит в том, чтобы выяснить эффективность дополнительных методических средств для развития словарного запаса английского языка учащихся. После прохождения раздела, учитель поводит контрольное тестирование, предложенное в учебнике и определяет, сколько слов выучили учащиеся. Если выявляется снижение уровня, учитель работает над увеличением словарного запаса. Важно определить, что учащиеся усвоили из уроков, так как без обратной связи качество образовательного процесса может снизиться. Такие способы помогут учителям решать проблемы, которые встречаются в учебном процессе. Для достижения нашей цели мы использовали такие методы исследования как контроль и тестирование. В них приняли участие около 70 учащихся 6–7 классов, которые были разделены на экспериментальную и контрольную группы. Результаты исследования могут быть полезны для обучения английской лексике учащихся 6–7 классов общеобразовательной школы. Таким образом, методические средства для развития словарного запаса английского языка необходимы для постоянного контроля качества образования и повышения уровня учащихся, чтобы быть готовыми к изменениям в этом процессе.

**Ключевые слова:** 6–7 класс, словарный запас, методические пособия, развитие, английский язык

### **Introduction**

Today's socio-economic developed century to be able to speak fluently foreign languages is important than before. Because each information which we take every day depends on international news directly. That is, being in close contact with the global information horizon helps us to achieve quality indicators. At the same time, we believe that it is important to create conditions for pupils to master the English language, as well as to provide them with quality education. As we all know, the need to learn a language is increasing day by day. Therefore, to aspire international educational area is modern demand.

At the same time, our research work is to consider ways of vocabulary development, which is the main root of teaching English. That is, to present the results of research on the impact of methodological tools for vocabulary development at the level of

6–7 grade students. We used our book " A set of exercises for the development of English vocabulary for pupils of 6–7 grades " published in March 2022 by the decision of the Khoja Ahmet Yassawi International Kazakh-Turkish University to conduct the research. And the results are directly related to this book.

We consider this theme as actual theme in educational process, because to achieve any success when learning English is closely connected with the range of vocabulary. So on, we set a goal to define influencer factor to evolve English vocabulary. And one big detail in the development of vocabulary we paid attention to research effect of methodological tools in a development of English vocabulary. We tried to open deeply this research meaning. Now, we would like to consider all information about this theme and results step by step.

*Literature review.* Masita (Masita, 2020) notes that «Vocabulary is very important for language learners because it helps them to compose sentences and convey their ideas in a appropriate way». It is normal to encounter such a situation in the process of language learning, because by making a mistake, the student will try not to repeat the mistake, for example, a student who understands the lack of language skills, will try to develop vocabulary. However, for schoolchildren, this barrier is a significant barrier to progress in the learning process. This is because the learner may not be able to understand the information provided in the communication due to lack of vocabulary. According to scientists, working with vocabulary is a process that occurs during each lesson, but the number of students in the class varies, and their level of language learning varies. To do this, it is important to offer common methods that will be of interest to all students in the learning process.

Mutiara Ayu and Rita Indrawati (Mutiara Ayu, 2019: 21) note that “Teachers use lots of teaching instructional materials to achieve success in a process of EFL teaching and to explain all given materials for learners. Instructional teaching materials divided into two groups. They are printed materials and non printed materials. Moreover, the most ranged instructional material is a textbook” (Figure 1) .

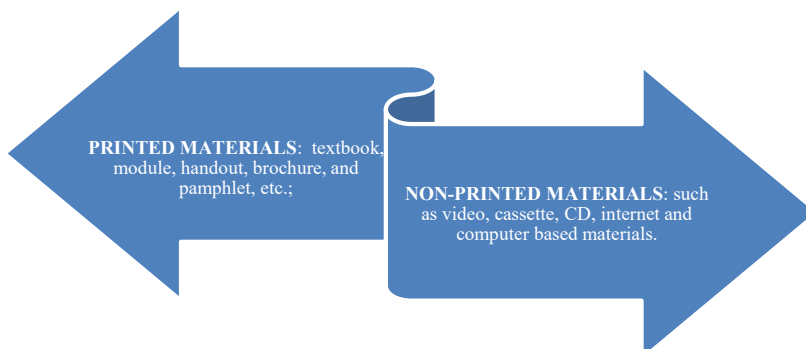


Figure 1. Types of teaching materials

The use of textbooks is beneficial for both teachers and learners because it helps teachers to deliver teaching materials of lesson and be a guider for them and raise

interest of learners. It is true that learners participate actively for lesson when they like the textbooks and additional materials belonged to the lesson. For instance: when teacher explains new theme, they need beneficial method and beside of it needed teaching materials to make the lesson understandable and to involve learners actively. Researcher Harmer Jeremy (Harmer, 2007: 167) explains that “the most important feature of textbook use is that teachers aim to engage students with the content they are covering. In addition, it gives students a great chance to communicate in English in the classroom”. From this points of view we get such a thought that teacher need to be ready for any occasion due to his/her lesson and need to make additional materials for the development of English. Also it will be great chance for learners to develop their communicative skills. concerning this other scientist support this option to prove it that the textbook as the primary resource for presenting material and identifies it as a source for students to perform exercises and activities focused on language skills such as vocabulary, pronunciation, grammar, listening, reading, and writing. In short, a textbook can be said to be an effective choice for teachers to systematically use the curriculum for student learning because it is based on the required curriculum and provides opportunities for students to learn. As we all know, textbooks are the main learning material for secondary educational institutions. This is because the entire resource source is textbook-based. Therefore, consistency of the presented material and relevance of the content to the curriculum are important. Moreover, in English language teaching, it is relevant to present a comprehensive textbook, focusing on the intercultural communication of two cultures, based on language competence, covering all language skills.

We know that each thing has own advantages and disadvantages and in this case Grant (Grant, 1987) pointed out his opinion like “there is not any perfect books and each book has own mistakes and successful sides. Actually each book have written due to the request of learners. But it must go through by evaluation. The consideration is made based on clear answer whether the textbook meets curriculum’s objective, matches to learners’ context, and other aspects”. Due to this Hutchinson and Waters (Hutchinson, 1987) recommend this “teachers need to be responsible suggested materials for the lesson. The main goal need to directed to find out the best material as resource of EFL teaching that will fit to the learners”. That is true, because we choose many books as a beneficial but we don’t usually use it at all. So on, we need to consider more useful and appropriate textbooks for EFL classes. Consequential of it, Dimitrios Thanasoulas (Thanasoulas, 1999) emphasis that pointed out the importance of EFL textbooks “Personally, I find a course book extremely helpful, as it guides me on what and how to teach, giving me some useful advice on the best techniques for presenting the material”. For this reason, each educators need to pay attention textbooks given by teaching program and through this, it will be easy to provide the lesson and making plan of the lesson and each planned lesson direct us to make right results.

Our study belonged to find out benefits of vocabulary textbook, so on we try to suggest more information about vocabulary teaching and also teaching materials

depends on it. Mainly, vocabulary is main part of language. That is why, EFL educators must be responsible for teaching ways of vocabulary.

Being master of vocabulary will help students to be master of the language. To explain this opinion above, we decided to suggest Wallace's opinion about teaching vocabulary and also he considered several points of teaching vocabulary instruction. Instructions as follows:

1. Teachers must know what he or she is teaching exactly, that is, should be have own purpose of teaching and should be decider of learning materials, that is, teachers need to be choose words which is going to teach in the English lessons.

2. Teachers need to decide quantity of words which is going to teach because we can't give pupils lots of words in only one lesson, so teachers must to pay attention on it. And also they have to choose vocabulary words according to their levels. If words will be a lot and also not correspond to their levels pupils be confused and frustrated.

3. When choosing words to be taught by a teacher, the focus should be on teaching words that pupils can use in communication. That is, the pupil should be able to use the words he has learned in communication.

4. The teacher should give a lot of tasks and exercises for the pupil to master the vocabulary. In addition, pupils should be able to use their new words to improve their language skills.

5. When teaching vocabulary, pupils should be taught words, not individual ones, rather than sentences.

6. The teacher should explain to the students that words should be used appropriately. That is, it is necessary to teach how to use the content of words grammatically and lexically.

Based on the explanation above each teacher must be professional in their teaching process, that is, they have to know why they are teaching vocabulary, what factors must be have in increasing vocabulary. For example, English lessons in general secondary schools, like all subjects, are given 45 minutes. And the organization of the lesson depends on the skill of the teacher. To answer the question of how important this process is for vocabulary teaching. In general, a teacher who takes a very responsible approach to the learning process tries to make every minute of the lesson useful and productive for the pupil. It is important to draw students' attention to word-related phrases and to introduce new words, that is, to develop skills and create an atmosphere that will not bore the pupil until the end of the lesson. That is, I believe that the proof of the teacher's skill is that at the end of the lesson the pupil learns a new word and fully masters the topic. Of course, it is a mistake to say that all pupils will understand the whole material in one lesson. However, it will be useful for the teacher to have at least one word mastered by one pupil.

Due the research of Rohmatillah (Rohmatillah, 2014) notes that "Pupils face many difficulties in learning vocabulary. The most important of them are follows:

- most of students have a problem according to pronouncing words;
- how to write words and their spelling;

- changes of words according to grammatical instructions, especially verbs about regular and irregular, most of pupil confuse according to irregular verbs changes;
- confusing not to know what words will be appropriate in context, usually this problem will be have second language learners
- The main reasons for the problems encountered in the study of the above vocabulary are as follows:
  - differences in writing form than spoken form, mainly this problem faced when you are listening, that is learners not understood when they heard and make mistakes.
  - being lots of words to learn
  - not being able to understand grammatical meaning of words.
  - differences in the pronunciation of words in the native language and English make it difficult to learn the words”.

Researcher Nation (Nation, 2000) suggested list of strategies that learners need to know to be master of words in language:

- the meaning of word;
- the written form of the word;
- the spoken form of the word;
- the grammatical behavior of the word;
- the collocations of the word;
- the association of the word

Steven Stahl (Stahl, 2005) noted that Vocabulary is an area of individual language, in itself the core of language; and not only to know the definition of the word, but also to know how the word affects the world. If we take a word as a coin, simply knowing the word is only one side of the coin, and the other side is the ability to use the correct form of the word in the appropriate context and intended meaning. In a word, knowing a word means knowing its form, meaning, usage, how it combines with other words, and how it fits into the whole semantic network

Scientists Berne and Blachowicz (Berne, Blachowicz, 2008: 314) defined vocabulary as the problematic in teaching language process, because teacher not to know how to teach and how to improve vocabulary of students and also they are not confident with their experience. Thornbury (Thorburry, 2002) states that "teaching words is a key aspect in learning a language process, because learning language based on the words". Walters (Walters, 2004) defines "we all know that it is impossible to learn a language without it; because communication between people is based on words. Both teachers and students agree that vocabulary is a key factor in language learning". Vocabulary teaching is one of the most discussed parts of teaching English as a foreign language. Teachers face many difficulties in teaching vocabulary. Teachers, in particular, have difficulty determining which methods are most effective in teaching vocabulary. A versatile teacher needs to constantly improve himself with different and modern methods. Teachers need to be able to master the material in order to make it understandable to students, to keep them interested and happy in the teaching and learning process.

In short, to match teaching materials of the lesson with the result of learners



education must be main goal of all educational system. On top of that, textbook is main source of any educational system and vocabulary is main detail of EFL learning. So on, our research belonged to identify benefit of published our textbook which named “A set of exercises for the development of English vocabulary for pupils of 6–7 grades”.

About this textbook: there are 9 units for each grades and each units’ has own 5 exercises and it has given with answer keys. At the end of the textbook has given vocabulary of all units. Teacher can check learners answer and use this vocabulary as an additional.

### **Materials and methods**

To reach our goal due to this study we used controlling and testing research methods. This methods help us to identify the results of the research. We used controlling method to clarify the difference between experimental group (EG) and controlling group (CG). For testing we gave students ready –made tests which given in our textbook Meirbekov A.K. and Abzhekenova B.G. (Meirbekov, 2022: 51) “A set of exercises for the development of English vocabulary for pupils of 6–7 grades”. For this experiment about 70 pupils have participated from both 7<sup>th</sup> and 6<sup>th</sup> grades from secondary school №147.

To find out the importance and usefulness of this textbook we provide such a procedure:

- Firstly, we have chosen EG and CG from both 6<sup>th</sup> and 7<sup>th</sup> grades
- Secondly, we have provided lessons according to whole unit due to chosen topic
- Thirdly, we have taken exercises of textbook belonged to our chosen units from EG pupils of both grades.
- Due to the results to suggest textbook teachers staff as an additional textbook

We have provided Unit 7 which named “Reading for pleasure” for 6<sup>th</sup> grades pupils. And about 7 grade pupils we have provided Unit 7 which named “Natural disasters”. All lessons were provided in one month after we have taken textbook materials to identify the answer of this question «How did students learn new vocabulary of previous lesson”. We have special criteria of calculating score of tasks (Table 1), because for one unit was given 5 tasks and through criteria of this calculating score we could compare it the results and effectiveness of textbook. After that we calculated score of groups and suggested the results of it.

Table 1 - Criteria of calculating score of tasks

Amount of task	Percentage
5	100 %
4	80 %
3	60 %
1–2	50 %

### **Results**

*Results of 6<sup>th</sup> grade pupils.* We have provided same lesson with a traditional way for EG and CG ad after that we have taken test to check the effectiveness of



our book. According to test which is made a by our book was understandable for learners. Because learners can remember all words when they see it visually, because tasks made with pictures for being understandable and most of learners answers were right. I have used this book to conclude the unit and to know how did they learn the new words, did they know all words yet after 5 lesson. Task was belonged to the Unit 7 “Reading for pleasure”. In the book, there are 5 tasks for each unit. And we will calculate it to the criteria of score. We also made a results of this book how do this book effected to learners when we use to conclude the given vocabulary of whole unit. We have said that most of learners can answer right. So, we made a table to show a result of this book (Table 2). 19 pupils were participated doing these tasks of book.

Table 2 - Results to show effectiveness of the book.

Name	Amount of completed task	Percentage
Student 1	5	100
Student 2	3	60
Student 3	4	80
Student 4	4	80
Student 5	4	80
Student 6	4	80
Student 7	5	100
Student 8	5	100
Student 9	5	100
Student 10	4	80
Student 11	5	100
Student 12	5	100
Student 13	4	80
Student 14	5	100
Student 15	5	100
Student 16	5	100
Student 17	5	100
Student 18	5	100
Student 19	5	100
Average: 91,6 %		

This average result shows that most of learners can use this task and can do it after the end of the each unit. Guiding these results, I show it to the English teachers of this school and they are interested in to this book and discussed tasks in this book.

#### *Results of 7<sup>th</sup> grade pupils*

According to 7<sup>th</sup> grade also provided same procedure as 6<sup>th</sup> grade. From the EG we have taken test to check the effectiveness of our book. According to test results which are made a by our book we understood that using such kind of textbook to improve pupils vocabulary we needed to use more additional materials. Given pictures and illustrations give a chance to learners to remember words which they have been taught. We have used this book as a concluding materials the unit and to know how did they learn the new words, did they know all words after many

lesson provided. Tasks was belonged to the Unit 7 “Natural disasters”. Here also given 5 tasks. And we calculated it to the criteria of score (Table – 1). In order to determine the effectiveness and usefulness of the textbook, aimed at developing pupils’ vocabulary in English, we decided to present the results of the test for a particular section, and most of the students did this test correctly. The results of the exercise are shown in the table below (Table 3).

Table 3. Results to show effectiveness of the book according to 7<sup>th</sup> grade.

Name	Amount of completed task	Percentage
Student 1	4	80
Student 2	5	100
Student 3	4	80
Student 4	5	100
Student 5	5	100
Student 6	5	100
Student 7	4	80
Student 8	5	100
Student 9	5	100
Student 10	5	100
Student 11	5	100
Student 12	5	100
Student 13	5	100
Student 14	5	100
Student 15	5	100
Student 16	4	80
Average: 95 %		

The general average shown in the table (Table 3) shows the effectiveness of the conclusion of the unit by pupils through this textbook and the convenience and effectiveness of its introduction into the educational process.

In turn, in consultation with subject teachers, we received approval for the inclusion of these results in the educational process as part of the analysis. With the support of the school, made a paper of inserting to school for English lessons of 6–7 grades. And officially registered with №163 for school library.

### **Discussion**

In fact, every experiment carried out is aimed at achieving the right result by including its advantages and disadvantages. It will be based on systematic work and productive process. The basis of the work in our practice is to show the useful aspects of vocabulary tools in the process of learning English, that is, to create conditions for students to always use new words in practice by giving tasks with additional vocabulary without stopping only during the lesson. In this case Brown and Yule (Brown & Yule1983) notes that “ it is impossible to find out material which will be interesting for all learners, but educators attention must go by the educational program that can increase learners level of language”. Form this statement we can

take such a conclusion that teachers must be responsible all teaching materials which they have chosen. In this regard, we can say that the textbook we offered was able to help students master comprehensive educational material. And as an additional we can present the figure below as proof (Figure 1).



Figure 2. Usefulness of textbook

In short, this research shows that the purpose of using supplementary educational tools is to increase students' vocabulary. In short, this research shows that the purpose of using supplementary educational tools is to increase students' vocabulary. Also, the diversity and consistency of the given tasks increases the interest of students and helps to create logical connections. In this case, we decided to show the results of both 6<sup>th</sup> and 7<sup>th</sup> grade pupils' results according to the usage of book (Figure 3).

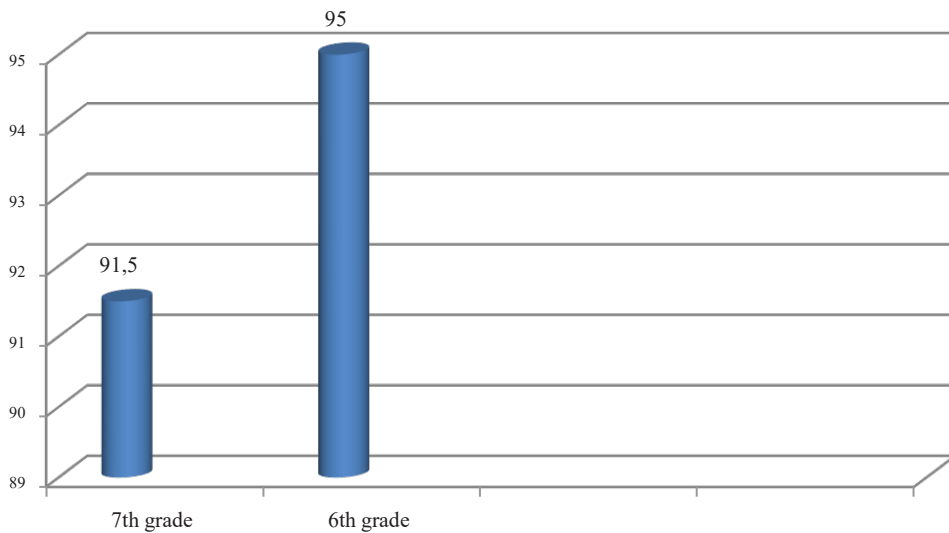


Figure 3. The result of textbook used as experiment

Considered figure – 9 illustrates about the usage of textbook which is published special for 6–7 graders to evolve level's of vocabulary. Through the provided evaluation of this textbook we could see the effectiveness of textbook. Using this book teachers can make assessment about vocabulary levels according to explained words due to whole unit. In this figure, shown results of textbook's effectiveness. This result was studied and determined with a 100 % high score. As a result, 95 % and 91.5 % showed results.

## **Conclusion**

In general, in the process of language learning, language teaching skills, habits of teaching aids, methods, teaching techniques are important. Because, the role of methodology in language learning is important. Because mastering the language on its own without any teaching aids or methods complicates the process of language learning. To do this, it is important to choose the right methods of language learning, and to use it.

In this regard, the development of vocabulary plays the most important role in the learning process, including the teaching of English. Taking this great importance as a direction, we conducted a large-scale study on the topic.

Through the provided experiment we saw that we need to pay attention for the development of vocabulary of English. It direct us to be fluent in each language. Without learning vocabulary, we can not reach any success in language learning process. So on, each educator must be responsible for teaching materials and methods of teaching process.

Nowadays, being comprehensive and professional competent teacher plays special role. In that case, being ready for each case in educational process is important.

Our suggested results have taken attentions of educators, through the support of them we could made a paper of including this textbook for school library with the №163. We believe that all provided study was a beneficial for both teachers and learners. Summarizing the vocabulary mastered by students in each section, our textbook for control work was specified with the conclusion that it can be used as an additional tool for teachers in the learning process, showing high results in the test.

Through the taken experimental results we want to suggest these following ideas for educators as advice:

- To pay attention level of vocabulary ranges of learners
- To use more methodological vocabulary textbooks
- To choose tasks which take attention of learners and being have visual tasks that help learners remember words easily

Due to considered ideas may help educators to rise performance of educational process also help them to solve problems according to learners vocabulary.

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