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**USING AN INTERACTIVE WHITEBOARD IN ENGLISH LESSONS TO TEACH VOCABULARY IN BASIC SCHOOL**

**Abstract:** In today’s fast-paced educational landscape, the development of robust English vocabulary skills among basic school students has become increasingly important. This article examines the use of interactive whiteboards in English lessons to teach vocabulary in basic school, focusing on the challenges and benefits of incorporating this technology into classroom practice. It explores how interactive whiteboards can enrich the learning experience by combining text, audio, and visuals to make vocabulary acquisition more engaging and effective. Emphasis is placed on the role of interactive tasks and immediate feedback in boosting learner motivation and fostering active participation. The article concludes that integrating interactive whiteboards is a critical strategy for enhancing vocabulary mastery and preparing students for communicative competence in English.

**Keywords:** interactive whiteboard, basic school, vocabulary teaching, English language, educational technology, interactive learning, communicative competence

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**ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНОЙ ДОСКИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ ОБУЧЕНИЯ ЛЕКСИКЕ В ОСНОВНОЙ ШКОЛЕ**

**Аннотация:** В условиях стремительно развивающегося образовательного пространства всё более важным становится формирование прочных навыков владения английской лексикой у учащихся основной школы. В данной статье рассматривается использование интерактивных досок на уроках английского языка для обучения лексике в основной школе, уделяя особое внимание проблемам и преимуществам внедрения данной технологии в учебный процесс. Показано, как интерактивные доски могут обогатить процесс изучения языка, сочетая текст, аудио- и визуальные материалы, делая освоение лексики более увлекательным и эффективным. Особое внимание уделяется роли интерактивных заданий и мгновенной обратной связи в повышении мотивации обучающихся и стимулировании их активного участия. В статье делается вывод о том, что интеграция интерактивных досок является важной стратегией для совершенствования лексических навыков и подготовки учащихся к эффективной коммуникации на английском языке.

**Ключевые слова:** интерактивная доска, основная школа, обучение лексике, английский язык, образовательные технологии, интерактивное обучение, коммуникативная компетентность.

The modern educational landscape is increasingly focused on the integration of information and communication technologies (ICT) into teaching and learning processes. Among these technologies, the interactive whiteboard (IWB) has gained significant attention due to its ability to combine text, graphics, audio, and video resources on a single platform. When deployed effectively, IWBs can bring variety and interactivity to language lessons, helping students stay engaged and motivated.

Vocabulary development is one of the central challenges in teaching English at the basic school level. A sufficient vocabulary base enables students to understand what they read and hear, as well as to express themselves orally and in writing. However, mastering new words can be difficult for young learners because it requires extensive practice, repetition, and reinforcement. The interactive nature of IWBs provides teachers with opportunities to create visually rich and dynamic exercises, offer immediate feedback, and maintain student interest over time.

This article examines the ways in which IWBs can be utilized to enhance English vocabulary teaching in basic school settings.

By exploring these aspects, the article aims to provide practical insights and strategies for teachers seeking to integrate IWBs in their English language classrooms to bolster vocabulary learning outcomes.

Over the past decade, advances in digital technology have significantly influenced instructional approaches. Researchers have noted that the use of interactive equipment, such as IWBs, can enhance student engagement and interest in the subject matter by providing instant feedback, promoting collaborative learning, and offering a variety of multimedia resources [1,p.143]. IWBs allow teachers to seamlessly switch between online and offline materials (e.g., e-books, audio tracks, videos, PDFs), ensuring a smoother flow of the lesson and reduced downtime.

In addition, interactive technologies are aligned with contemporary pedagogical frameworks that emphasize active, student-centered learning. Instead of being passive recipients of information, students become co-creators of knowledge. This transformation can be particularly valuable in language classes, where communication and interaction are central to skill development.

Vocabulary is the building block of any language. A strong lexical foundation enables learners to better understand reading passages, follow spoken discourse, and effectively express themselves [2,p.345]. For basic school students, vocabulary learning often involves repetitive drills, memorization, and multiple exposures to the same words in various contexts. Without proper engagement and variety, students may become disengaged or fail to internalize new words.

Modern language teaching methodologies highlight the importance of context-based learning. Students are more likely to retain vocabulary when it is introduced in meaningful contexts, through stories, dialogues, or real-life scenarios. Additionally, providing opportunities for active use of newly learned words—such as in group projects or interactive exercises—can significantly reinforce retention. With its capacity for dynamic presentation and immediate feedback, an IWB offers a powerful tool for delivering vocabulary instruction that is both context-rich and interactive.

Interactive whiteboards fit well within theories of cognitive development and multimedia learning. Visual aids, audio clips, and hands-on digital tasks can address diverse learning styles and cognitive preferences [3,p.75]. The ability to manipulate objects on the screen—dragging, highlighting, underlining—encourages students to play an active role, thus enhancing motivation and concentration.

Moreover, IWBs allow educators to present vocabulary items using engaging visuals and sound, offer instant feedback on student performance (e.g., through pop-up messages or color changes indicating correct/incorrect answers), track student progress in real time by integrating quizzes, polls, or game-based applications.

In this way, IWB-based lessons support student engagement, facilitate interaction, and adapt to individual learning paces, all of which are crucial for successful vocabulary acquisition [4].

Using Interactive Whiteboards in Teaching Vocabulary provides both teachers and students with numerous advantages. IWBs integrate text, images, audio, and video to address different learning styles—visual, auditory, and kinesthetic. For instance, teachers can display a new word on the board, play a recording of its pronunciation, and illustrate its meaning with a relevant image. Such layered exposure helps students remember words more effectively.

**Moreover, i**nteractive exercises (e.g., quizzes, matching games) can provide instant feedback to learners. Students see right away whether their answers are correct, prompting them to correct mistakes promptly and reinforcing accurate usage of vocabulary.

Additionally, game-like activities and visually stimulating exercises help maintain student interest. Rather than viewing vocabulary drills as repetitive tasks, students perceive them as fun, challenging, and rewarding interactions.

IWBs are well-suited for group tasks. Students can come to the board to solve problems collectively, match words with pictures, or fill in missing letters in target vocabulary. Such interactions strengthen teamwork skills and promote peer learning. With an IWB, teachers can rapidly shift between different resources—electronic textbooks, videos, websites, interactive worksheets—without losing focus or momentum. This fluidity is particularly useful when teaching new vocabulary in various contexts or switching from presentation to practice stages.

One of the most effective ways to introduce new words is to present them in context. This can be done by displaying images, short videos, or dialogues that naturally incorporate the target vocabulary. The teacher may highlight or underline each new word, prompting the class to guess its meaning before revealing the definition. For instance, show a short video clip featuring a family scene. Words such as mother, father, and grandfather appear onscreen. Clicking on the word reveals its definition and pronunciation. Students then practice saying each word in short, meaningful sentences, such as “This is my grandfather. He is very funny.”

To help students organize vocabulary, teachers can create thematic mind maps (also known as clusters) on the IWB: write the main theme in the center (e.g., “Food”), add subcategories around it (“Fruits,” “Vegetables,” “Drinks”), branch out with specific words in each category, possibly supported by images or short phrases.

Visually mapping words into semantic fields aids in better retention and understanding of how vocabulary items relate to one another.

A creative way to practice vocabulary is to encourage students to construct short stories or dialogues together on the IWB. They can insert new words as they build the narrative, with the teacher guiding or highlighting target vocabulary [5]. This cooperative approach boosts both language production and creative thinking. For instance, students can craft a short story about a family gathering, incorporating key words like grandparents, cousins, celebration, and gifts.

Teachers can generate word clouds on the IWB to show the most frequently used or most relevant words for a particular theme. The larger the word appears in the cloud, the more often it is used or emphasized in the lesson. Students can also use integrated online dictionaries or teacher-made digital glossaries on the IWB to instantly see definitions, pronunciation guides, and example sentences.

Recommendations for Effective IWB Integration: teachers should plan in advance, selecting age-appropriate images, audio clips, and existing interactive templates. It is essential to confirm the content’s relevance to the students’ language proficiency level.

Moreover, combine multiple interactive exercise formats, such as matching, puzzles, quizzes, and collaborative tasks, to sustain interest and engagement.

**Additionally, w**hile IWBs can offer dynamic activities, it is crucial not to rely on them exclusively. Traditional techniques (e.g., reading, writing, pair work without technology) also play a significant role in language development.

Whenever possible, involve students in creating or editing IWB materials. This promotes independence, creativity, and deeper linguistic processing.

**Technical Preparedness**. Test all hardware and software before class. Ensure you have a stable internet connection (if required) and that the IWB software supports the file formats you plan to use.

The use of an interactive whiteboard in English lessons at the basic school level can significantly enrich the process of teaching vocabulary by making it more engaging, visual, and effective. With its capacity to present multimodal content, provide immediate feedback, and facilitate collaborative tasks, the IWB aligns well with modern pedagogical practices that emphasize student-centered learning and active participation.

By thoughtfully integrating IWBs into lesson plans, teachers can boost motivation, encourage greater learner autonomy, and foster deeper understanding of new vocabulary. These benefits are especially important for digital-native learners who are accustomed to multimedia environments. Nonetheless, success depends on strategic lesson design, proper equipment management, and continuous reflection on the balance between technology-driven activities and traditional pedagogical approaches. With careful planning and execution, IWBs can transform the teaching of English vocabulary into an innovative and highly productive experience for both students and teachers.

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