**Using rhymes in English language classes in school educational institutions to develop lexical skills**

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It should be highlighted that, within the context of current linguistics, language is actually a hierarchical structure made up of a number of levels, each of which is marked by a unique collection of linguistic indicators. The units of importance to us at the lexical level include words, phraseological and other stable word combinations, clichés, manners, and speech formulas. The acquisition of foreign language vocabulary in terms of semantic accuracy, synonymic richness, adequacy, and appropriateness of its use is a crucial requirement for achieving this goal since the purpose of learning is the growth of oral and written forms of communication [1].

The development of lexical abilities and talents requires consideration of situational, social, and contextual rules that native speakers follow in addition to formal and structural information. The formal and functional sides are therefore two different manifestations of the same phenomena. Form cannot precede function in the communication process, and vice versa.

Lexis is known to be the most significant element of speech action and instructional content in the system of language. The primary focus of speech practice and content in foreign language instruction.

The most crucial element of speech activity and the subject matter of foreign language instruction is, as is well known, vocabulary. Speech communication is impossible without that. Its central position in each English lesson is determined by this. And in this sense, the teacher's ongoing focus should be on the development and enhancement of lexical abilities. By using rhymes, you may introduce students to new lexical units in a positive and engaging way [2].

How can we aid students in learning new vocabulary? The application of lexical games based on rhyming in a foreign language as well as with the use of Russian and foreign words, especially with components of riddles and with the support of illustrative material, has proven to be such an effective method via practice.

By giving students communicative tasks, it is possible not only to lead them to understand the topic but also the purpose of the lesson. It is possible to use rhymes as a lead-in, as it is easy to build a "bridge" to the topic of the lesson with the help of leading questions. There are various methodological techniques for maintaining interest in rhyming and learning new vocabulary through it.Work with rhyming can be different and divided into several stages [2]:

1-stage

2-stage

it can be listening with or without visual support to the text with tasks such as: "choose a suitable title", "fill in the blanks" and so on.

involves listening from the teacher's voice with visual support and translation.

3-stage

involves line-by-line repetition with practising difficult words and correct intonation.

4-stage

involves memorising the rhyme by heart: the children recite the rhyme in chorus several times in succession

5-stage

involves further work on the rhyming rhyme at home

Figure 1- Stages of working with rhymes

Undoubtedly, the incorporation of poems and rhymes within educational contexts holds profound significance, extending beyond mere linguistic engagement. A pivotal facet of this significance pertains to their contribution in enhancing memory retention. Moreover, these literary expressions serve as catalysts for cultivating moral attributes and fostering a cultured demeanor. They engender a climate of mutual respect among peers and the broader community, while instilling perseverance in tackling challenges and cultivating a philosophical outlook towards life's complexities [3].

The utilization of poetry equally underpins the maturation of fundamental communicative proficiencies encompassing reading, listening, and speaking. Notably, the latter facet frequently manifests as dynamic discourse centered around the thematic content of poetic compositions. This conversational arena stimulates authentic class discussions, given the universal and existential nature of the themes encapsulated within these poetic narratives. Such themes inherently defy simplistic resolutions, thereby propelling multifaceted deliberations within the learning milieu. Consequently, the pedagogical utility of poetry extends to encompass a spectrum of speech-related activities, thereby accommodating innovative, non-standard exercises. This holistic approach invariably engenders a coherent pedagogical trajectory.

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| **Exercise** | **Description** | **Example** |
| Rhyming Word Pairs | Identify rhyming pairs from a list of words. | cat - hat<br>sun - fun<br>lake - cake |
| Complete the Rhyme | Complete rhyming verses or sentences. | "Roses are red, violets are \_\_."<br>Answer: "blue." |
| Rhyme Chain | Add words to a chain that rhyme with the previous word. | cat - hat - bat - mat |
| Rhyme in Sentences | Fill in blanks with rhyming words in sentences. | "She found a little \_\_\_\_ in her shoe."<br>Answer: "blue." |
| Rhyme with Actions | Perform actions that match rhyming words. | "Jump on one \_\_."<br>Action: "leg." |
| Rhyme Match-Up | Match rhyming words with corresponding images. | Word: "hat" → Image: picture of a hat |
| Rhyme Story Building | Create a story with rhyming sentences. | "Once upon a time, in a land so \_\_\_." |

Table 1- Types of rhyme exercises, which were used in our practice.

During my enriching internship experience at 91 School Gymnasium, I had the remarkable opportunity to engage with students in grades 6 to 8, imparting the nuances of the English language through the creative use of rhymes. This immersive teaching approach was both innovative and effective, fostering a dynamic learning environment that resonated with the students' receptive minds.

Guided by the pedagogical ethos of fostering holistic language acquisition, I curated lessons infused with rhythmic wordplay, enabling students to not only grasp linguistic concepts but also nurture an intrinsic appreciation for language rhythm and phonetics.

To sum up, through interactive activities like rhyming games, verse composition, and rhythmic storytelling, students discovered the joy of language exploration while honing their vocabulary and pronunciation skills. Witnessing their enthusiastic participation and heightened engagement in the classroom underscored the profound impact of this pedagogical approach, leaving an indelible mark on their linguistic journey.

References

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