

Teaching meteorological lexis on the basis of national language corpora

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Abstract

This work aims to research methods of teaching meteorological vocabulary and metaphors on meteorology using corpora of national languages. The main focus is on how corpus data can be integrated into the learning process to effectively master complex meteorological terms and expressions. The study examines various techniques and approaches to using corpora, including frequency analysis, contextual learning, and comparison with multimedia materials. The method of teaching a foreign language is based on the cognitive principle of teaching.

The study of the composition of lexical units is based on the understanding and use of thinking and action means that it must be based. At the present time, the importance and relevance of the method in teaching vocabulary is explained by the assimilation of language as a means of thinking through this method.

The success of the implementation of this approach in teaching vocabulary depends on the intellectual ability that students use to understand, remember and use knowledge about the lexical system of the language provided by a set of methods and efforts, as well as their lexical good mastery of the material.

Currently, the need to master the skills and abilities of oral language communication for personal and professional purposes is a generally recognized fact. In accordance with the decision of the Bologna Convention, the priority task is to ensure multi-level training of specialists, including the formation of intercultural communicative competence in students, optimizing the effectiveness of contacts in a specific area and communication situation and achieving certain communication purposes.

Key words: teaching, meteorological, lexis, the basis, national, language, corpora

Introduction

The modern world is experiencing a major turning point in its history. We live in an era of advancing globalization, a revolution in communication media that is changing our way of life, communication and thinking and placing special demands on the educational system.

Education reform in Kazakhstan is world education a creatively developed individual through participation in giving creation of a new national model aimed at formation, "lifelong education to move to the "getting" model and quickly enter the global educational space aims to provide. Each reform is in accordance with the requirements of the times the content of knowledge is subject to change. The content of education is the development of society by defining the goals and tasks at the stage, the students' knowledge self-directed ability to master and set a problem based on theoretical knowledge to solve problems and implement practical actions. It is very important to have a set of skills in implementation.

The future largely depends on the ability to understand and absorb new concepts, make wise choices, continually learn and adapt to changing conditions throughout life. The new century confronts young people with tough alternatives but also provides new opportunities.

In the modern world, the knowledge economy is becoming increasingly relevant, based on the integration of science, industry, education and ensuring the

continuity of the generation, development and practical application of this knowledge (Shaohui, 2010).

The use of national language corpora represents an effective tool for developing and effectively teaching meteorological vocabulary in relation to global climate change. This promotes a language-aware understanding of weather events and their impact on the environment and daily life.

The listed trends in the development of modern civilization determine the challenges to education. Education will only be effective if it can meet the demands of the new era, so the goal of school education throughout the world today is to meet the needs of modern economies and societies. In this regard, the most demanded competencies and abilities of people in the emerging new knowledge economy are the ability to acquire knowledge, apply it, structure and generate it. Requirements for education as a social order are implemented in a state standard that regulates the results, the content of education, methods and technologies of teaching, a system of control and assessment, requirements for material and technical base and qualifications of teachers (Humboldt, 1985).

The education standard is a model of tomorrow's society, regulating the result of the educational process, the state's expectations of mobile human resources, and creative, constructively thinking people. Creating such a model involves taking into account clear ideas about what a country will be like that will be governed and served by today's schoolchildren. By forecasting the consequences of globalization as the leading trend of the modern world, trends in technology development in the main areas of human activity and new types of labor are determined.

The competency-based approach has been implemented in many countries at the level of national educational standards, but the position of society in a particular country or region is still inconsistent.

Changing targets and defining new educational results certainly leads to a change in the assessment system and, one might say, a radical reform of the assessment system in order to bring it into line with modern world educational standards (Ortaçtepe, 2016).

This is due to the fact that in our time, the globalization of relations in the modern world, the expansion of political, economic and personal interethnic contacts, and the intensification of cultural dialogue between countries play an important role. Proficiency in a language, acting as a factor that increases the value of a specialist in the labor market, is today, in most cases, one of the mandatory conditions.

Based on determining the structure and content of the requirements for the results of mastering general education programs, a new assessment system should be developed, taking into account both the effectiveness of all types of student educational activities, the procedural aspect of mastering educational material, and the manifestation of individual and personal qualities.

At a time when we see the need to offer students interdisciplinary teaching, which draws on the resources specific to each discipline to consolidate the fundamentals and give meaning to knowledge, the question of teaching vocabulary becomes, more than ever, the key cornerstone of all learning. It is impossible to appropriate the world without the tool of words and yet... How not to leave to chance the responsibility of offering all the lexical resources necessary for students' understanding, reflection or creativity? Vocabulary, the meteo language, cannot be dominated so easily.

With what words to start, how to proceed? Failing to find our Ariadne's thread, we sometimes risk giving "a random presentation of non-hierarchical, non-counted terms, rarely studied in their various meanings or combinations, rarely associated with their morphological derivatives or semantic relatives.

It seems reasonable that the problem of the formation of lexical skills is one of the most important problems in teaching a foreign language. Knowledge of the lexical

composition of the language system and, in practice, acquisition allows to form the verbal-semantic level of the student's second-level linguistic identity, without which students can interact with representatives of different national and cultural communities (Chen, 2004).

It is impossible to further prepare for a real relationship. Vocabulary acquisition is of systematic importance in teaching a foreign language. After all, people communicate with each other, with their help and on the basis of that, meanings are marked in the dictionary. Lexical knowledge is an important part of students' cognitive activity and provides a solid lexical basis for language learning. The knowledge acquired about different aspects of the foreign word affects:

- to express the given concept, the appropriate meaning of the foreign word is correct from the whole structure choice;
- being able to combine lexical units with each other;
- being able to express thoughts with existing lexical structures.

One of the main ways of forming lexical competence is initially cognitive a cognitive method that appeared in the field of psychology.

The cognitive theory of foreign language learning is based on the analysis of the works of Western cognitive method creators (Atkinson, 1968). The following rules can be attributed to the basis:

- development of thinking is a component of the language learning process. Language learning only perceives linguistic units (structures, phrases, speech patterns) or rules and should not be based on rote learning. Provisions have been made for the implementation of individual instructions. Students should be involved in the active process of learning the meaning of the studied phenomena;

- students should be active participants in the learning process. Their personal interests and characteristics should be taken into account;

- the learning process is not only personal but also conditioned from a social point of view students interact with each other and the teacher as in real life.

To this related to the process of getting to know each other, understanding, and cooperating during the period of education and training, both students and teachers should be involved. Cognitivism in foreign language teaching is the study of a particular linguistic phenomenon based on mental processes and actions underlying understanding and use of speech means.

The cognitive method of teaching a foreign language is based on the cognitive principle of teaching. The study of the composition of lexical units is based on the understanding and use of thinking and action means that it must be based. At the present time, the importance and relevance of the cognitive method in teaching vocabulary is explained by the assimilation of language as a means of thinking through this method. It is an important tool for organizing language and speech practice, which is fixed in knowledge, skills, and abilities.

Cognitivism in foreign language teaching is the study of a particular linguistic phenomenon based on mental processes and actions underlying understanding and use of speech means. This approach takes into account the peculiarities of learning a certain linguistic phenomenon emphasizes, as well as attention to the ability of students to consciously organize their learning activities.

Another approach that we used during our teaching process is a competent approach, which is dedicated to the formation of communicative competence in language usage. As we basically directed our research to the professionally oriented language, teaching meteo language is considered one of the difficult aspects of language learning.

Communicative competence, acting as a component of the content and object of learning, performs not only a communicative function but also the function of

influencing the behavior/actions, thoughts, feelings and consciousness of foreign language interlocutors. At the same time, the formation of communicative competence reflects the modern trend towards the humanization of education, contributing to the achievement of relevant goals - it introduces another culture, increases the overall level of education of a cadet studying a foreign language in the process of mastering new communicative knowledge, broadens his horizons, ensures effective management of both his communicative activities and his personal behavior.

The cultural approach, being one of the approaches in the formation of communicative competencies of future specialists, has a great influence not only on the construction of the learning process and teaching methods but also approves a new style of relationship between teacher-student, student-group, as a dialogue communication of full-fledged individuals - cultures.

According to the theory of intercultural learning, mastering a foreign language means penetration into the individual and collective mentality and culture of another people and involves familiarity with the views, assessments and experiences of another cultural community since behind each national language, and there is a national-cultural specificity of the image of the world, consisting of elements and phenomena, integral and essential for a given people (Chen, 2004).

In accordance with the definitions of modern scientists, we believe that communicative competence represents students' knowledge of "elements of national culture, national-cultural specificity of speech behavior of native speakers of a certain language and the ability to use those elements of the sociocultural context that relevant for the generation and perception of speech from the point of view of native speakers: customs, rules, norms, regional knowledge, social conventions and stereotypes," that is, a stable system of social attitudes of the individual. Solving the problem of developing communicative competence presupposes the need to study individual components of this competence in order to develop a theoretical model and methodology (Chen, 2008).

Communicative competence in a foreign language is a complex whole, which implies mastery of a set of speech components (non-equivalent vocabulary, proper names, toponymy, clichés etc.). These components are reflected, as the study of this issue has shown, in such sources of information as genre-stylistic varieties of authentic texts that contain sociocultural information about the country of the language being studied, its cultural characteristics and traditions, paralinguistic (paragrameme and paraphonetic) and iconographic sources of information (auditory, visual, audiovisual, etc.), accompanied by the necessary verbal explanations that help better orientation to understand the content of the concept "foreign language culture" (Swan, 2018).

At the same time, visual sources of information can serve as a support in the formation of skills and abilities of dialogical and monologue speech (in particular, those that reflect the life and customs of native speakers). The same role is played by video and audio materials in the form of communicative texts, as well as videos and films, etc. The use of these materials and the assimilation of the sociocultural knowledge contained in them is a prerequisite for students of a foreign language to achieve the appropriate level of communicative competence necessary for intercultural communication. These materials, being appropriately selected and organized, are (in educational conditions, when real communication in a foreign language and the need for it are absent) the most effective means of reflecting, understanding and mastering the specifics of the culture being studied and the characteristics of the speech behavior of its representatives during certain intercultural contacts. The use of authentic materials opens up wide opportunities for students to become acquainted with the phenomena of a real foreign cultural world, to categorize the various components of a different culture that function in specific communicative

acts, and to acquire appropriate skills in exchanging (transmitting and receiving) information that is significant for communicants (Schmitt N, 2020).

Of particular importance is the fact that the didactic materials used to develop the communicative competence of future specialists on the basis of modern technologies contain, as a rule, certain concepts adequate to this competence, stereotypes of cultural objects and acts, standard scenarios that These can form the basis for further actions in the conditions of intercultural foreign language communication.

It should be clarified that the formation of communicative competence as one of the most important components of communicative competence should be carried out during the natural learning process without violating the curriculum approved as an official document. In many ways, the formation of communicative competence should organically merge with the formation of communication skills in the foreign language being studied and, in general, implement the same practical, educational, educative, developmental and strategic goals to achieve which teaching a foreign language to a specific contingent of teachers is aimed at future specialists.

Research methodology

The object of the study is the teaching of meteorological lexis in English and Kazakh.

The subject of the research is the national specificity of the processes of lexis usage of meteorological vocabulary in the English and Kazakh language pictures of the world. The purpose of this study is to determine the specifics of the formation of meteorological lexis in the English and Kazakh languages, taking into account their national-cultural characteristics and structural-semantic parameters in a comparative aspect and how effectively teach them in the educational process.

The following stages of the research were done:

- conduct a systematic description of meteorological vocabulary, its classification; establish sources of meteo lexis in the English and Kazakh languages;
- identify the effective methods of teaching and compare the national and cultural features of the formation of meteorological lexis in the analyzed languages.

To solve the problems set in the research, the following research methods were used: continuous sampling method, method of analyzing dictionary definitions using elements of component analysis, descriptive method and interpretation method, comparative method.

The source of the study were meteo nominations selected from the Balanced corpus data, including literary and scientific texts, texts from popular science magazines, newspapers, academic writing and lexicographic sources. The research material of meteo lexis; during the study of corpus contexts, more than 8,000 concordances in English and Kazakh languages were analyzed. The total number of identified meteo lexis (637 in total) in the English language 239, in the Kazakh language 408. Prepositional constructions, including meteorological lexis, were isolated from the corpus (619 in total) of the English language in the amount of 300, in the of the Kazakh language - 329.

Discussion

To diagnose the formation of the meteo language usage competence, an experiment was conducted at the University. Students - future specialists - took part in the experiment. Two groups were formed - a control and an experimental one.

The purpose of the experiment was to determine the effectiveness of the application of training for specialists on the basis of an integrative-content-based approach, which describes the basics of various subjects, such as natural science.

For example, students became familiar with the following metonyms as words that refer to weather events or natural elements, but are used to describe more general situations in the Kazakh language. Here are some examples of metonyms in the Kazakh language:

1. "Qara tūlpar apaty" (literally "black sheep of the storm"): This expression is used to refer to a strong blizzard or storm.
2. "Kūn qozǵaldy" (literally "the sun has gone"): This means the onset of evening or sunset.
3. "Qar basqa" (literally "snow is falling"): Used to indicate the onset of winter or the beginning of snowfall.
4. "Kūn jaǵdai" (literally "solar position"): This can be used to refer to weather conditions in general, especially when the weather is clear and the sun is bright.
5. "Shel ashty" (literally "it began to rain"): Used to indicate the beginning of rain.

These expressions can be used as part of everyday conversation in Kazakh to describe different weather conditions or seasons.

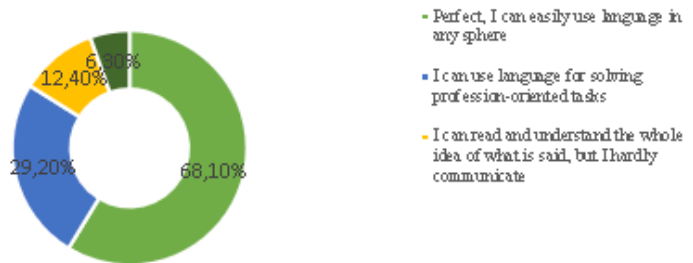
There are some examples in English which are used to describe weather conditions in everyday English:

1. "The sun is shining".
2. "We're expecting some heavy rain tomorrow".
3. "The wind is picking up".
4. "The snow is falling heavily".
5. "The temperature is dropping".

The evaluation criteria were the following indicators: level of effectiveness, level quality of teaching.

Fig. 1 Rating of level

How would you rate your professional meteo language level?
22 responses

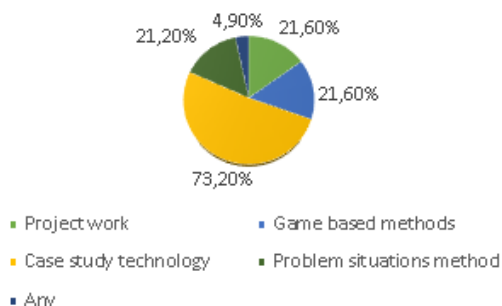


During the interview students had to say the most effective type of technology according to their mind and 67% of them chose case study technology, 39.6% preferred using game based method and others mentioned problem situations and project method. But, surprisingly, 10 students said that speaking activities and games mostly improve their professional communication skills, whereas almost 18% of students chose solving problem situations and 14,1% students chose working with case studies. The data is demonstrated in figure 3 below.

Fig. 2 Technologies applied in teaching

Which type of technology do you think effective in meteo language usage?

22 responses

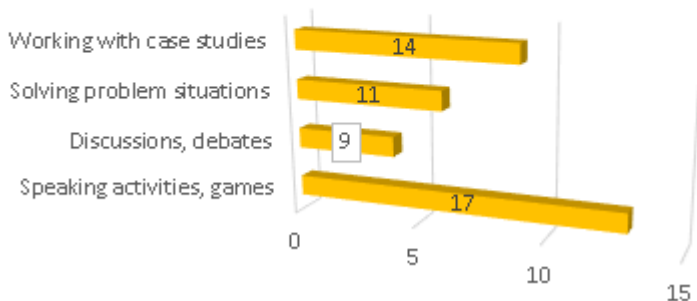


Finally, for the question of to what extent case studies are helpful, and which technology is considered more effective? We had the following answer that 9 students, that is 73.2% answered positively about this technology in the case study. And also 13 people say that speaking activities are very helpful in language study. The whole results of the interview are presented in the following diagram 3:

Fig.3 Analysis of the effective technologies

Which type of technology help to improve your communicative skills more?

22 responses



Since the teaching of vocabulary no longer focuses on an unknown word encountered randomly in a concept or a text but is based on the increasingly detailed exploration of associated and specific words, it is recommended to respect four principles that Jacqueline Picoche (1980) considers essential for any vocabulary lesson:

The first principle: start from the word and not the thing.

Polysemy is not an accident but a fundamental fact of the lexicon. This is an idea that you should always have in mind when organizing a vocabulary lesson. Most common words are polysemous and allow us to evoke different referents, and not just one. If certain tools are used for one specific thing, others can have different uses: let's think of everything you can do with a simple knife! So let's learn to go through all the uses of a word to acquire dexterity in using them.

The second principle: start from what is already known.

All young speakers, even weak speakers, already have, by necessity, a certain familiarity with very frequent words and with a certain number of others which are less frequent. It is from this knowledge that we must start to perfect and enrich it. We will not necessarily look for the words rare and curious, except occasionally to add a little spice to the lesson. A medium-sized lexical treasure that is well known and properly handled, this is what we are offering our students to master.

The third principle: favor the verb.

Vocabulary work must be centered on the verb because it structures the sentence and allows nouns to be studied in contexts, not in simple lists. A verb has at least one subject and, generally, one or more complements (verb complements). There are, therefore, empty places around it which must be filled with nouns: these essential words gravitate around the verb so that it offers a "complete" meaning [these are the "subject" agents, the complements of the verb, direct or indirect]. And, through experience, we will see that a given verb does not combine with just any nouns or just any category of nouns. This avoids learning tedious lists of words dedicated only to the designation of things.

The fourth principle: do not to separate vocabulary from grammar (Picoche, 1980).

The role of metaphors in language learning cannot be underestimated. Metaphors help to understand the abstract and incomprehensible through metaphorical transfer from one sphere to another (Black, 1962).

"No words out of sentence!" Around a simple sentence: "subject, verb complement", we can group the adjectives and the appropriate circumstantial complements, make substitutions of synonyms, and, by means of transformations and manipulations of the sentences obtained (use of derivatives, movement of various elements) we will be able to help students acquire flexibility in their way of expressing themselves, and we will greatly facilitate their access to the abstract notions of grammatical functions (Aliferenko, 2011).

Conclusion

A professionally oriented orientation of training is one of the ways to intensify foreign language teaching at a university; it involves familiarization with a future specialty and professional development of an individual.

The general characteristics of pedagogical technology as a pedagogical concept make it possible to determine some of its inherent attributive features that determine its essence. These include:

- diagnostic description of the goals of education;
- systematic educational, cognitive, training and other operations of the teacher and cadet;
- achieving guaranteed educational results.

The model for developing the communicative competence of future specialists is based on the specific content (lexis) of foreign language teaching at a higher institute. Scientists have established that the main components of this content are areas, topics,

communication situations, philological and regional knowledge, language skills, speech, educational and compensatory skills, etc.

Methods, tools and modern technologies play a special role in the formation of competence in language usage. The introduction of modern pedagogical technologies and improving the quality of the educational process are associated with the active use of a competency-based approach to organizing and assessing the results of the educational process at a higher educational institution. Therefore, we turn to the problem of using social networks to form communicative competence in the field of professional communication, develop students' motivation to master a foreign language and create an information and educational space (modern electronic sources of information: databases, video and audio materials, links to virtual libraries, electronic textbooks, dictionaries, encyclopedias).

In the process of interpersonal communication and joint work on international projects, the formation of communicative, sociolinguistic, discursive, and strategic competencies as components of communicative competence occurs (Searle, 1979).

The results of the conducted survey convince us how to arrange the teaching process of meteo lexis which will bring to a steady increase in the quality of education.

The presented survey and observation will support teaching meteo lexis for future specialists in systematic work.

The results of the study make a certain contribution to the development of the problem of developing the competence of future specialists in the holistic pedagogical process of a higher institute.

Analysis of the theory and practice of language teaching at higher education leads to an understanding of the particular relevance and significance of the scientific problem being studied in the system of higher education.

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