

## Information and communication technologies

<https://doi.org/10.63377/3005-4966.4-2024-11>**UDC:** 74**IRSTI:** 16.21**Remembering new words!****\*<sup>1</sup>Juldikarayeva F.T., <sup>1</sup>Ryskeldiyeva G.D., <sup>1</sup>Ospanova A.A.**<sup>1</sup>Kazakh Automobile and Road Institute named after L.B. Goncharov, Almaty, Kazakhstan\*Corresponding author e-mail: [fatimajuldikarayeva@mail.ru](mailto:fatimajuldikarayeva@mail.ru)**Abstract**

Received:  
05 November 2024  
Peer-reviewed:  
19 November 2024  
Accepted:  
05 December 2024

Relevance of the topic is that the lexical skill (vocabulary) is an integral part of all parts of speech activity, formation, development and improvement of which is the main task of learning a foreign language. Learning a foreign language is a laborious process, which includes a variety of components, one of which is a vocabulary training, understanding of the lexical meaning of words, as well as the correct use of the word regarding any speech situation. The main goals of education is to develop written and oral forms of communication. For their realization it is necessary to possess the vocabulary of a foreign language, the adequacy and appropriateness of its use. Vocabulary - is the basic building material of our speech, its substantial side. Possession of vocabulary is an important prerequisite for the development of speech skills. One of the reasons for resorting to the theme is the desire to find new non-standard techniques for working with vocabulary, enhance the learning experience. And desire is dictated by the needs of today's children, who are growing rapidly, oriented in the world of information, but at the same time, and, perhaps, at this regard, quickly lose interest in cognized material. In this article are offered specific techniques to minimize these difficulties. The proposed list of vocabulary games, schemes and exercises can be used in the classroom of introduction, fixing and repetition of any new vocabulary thematic orientation.

**Keywords:** lexical meaning, to possess vocabulary, vocabulary thematic orientation, restoration, storage memory, long-term (short-term) storage, memorizing words, coding information, preserving scheme, mnemonic, visual, positional method.

|                           |   |
|---------------------------|---|
| <b>Juldikarayeva F.T.</b> | <b>Information about authors:</b><br>senior lecturer Kazakh Automobile and Road Institute named after. Goncharova, Almaty, Kazakhstan. ORCID ID: <a href="https://orcid.org/0009-0004-4801-7546">https://orcid.org/0009-0004-4801-7546</a> E-mail: <a href="mailto:fatimajuldikarayeva@mail.ru">fatimajuldikarayeva@mail.ru</a> |
| <b>Ryskeldiyeva G.D.</b>  | Master of pedagogical Sciences, senior lecturer Kazakh Automobile and Road Institute named after. Goncharova, Almaty, Kazakhstan. ORCID ID: <a href="https://orcid.org/0000-0003-4827-5698">https://orcid.org/0000-0003-4827-5698</a> . E-mail: <a href="mailto:gdr_69@mail.ru">gdr_69@mail.ru</a>                              |
| <b>Ospanova A.A.</b>      | senior lecturer Kazakh Automobile and Road Institute named after. Goncharova, Almaty, Kazakhstan. ORCID ID: <a href="https://orcid.org/0009-0009-5572-4085">https://orcid.org/0009-0009-5572-4085</a> E-mail: <a href="mailto:ait.ospanova@gmail.com">ait.ospanova@gmail.com</a>  |

## Ақпараттық-коммуникациялық технологиялар

<https://doi.org/10.63377/3005-4966.4-2024-11>**ӘОЖ:** 74**FTAMP:** 16.21**Жаңа сөздерді еске алу!****\*<sup>1</sup>Джулдикараева Ф.Т., <sup>1</sup>Рыскельдиева Г.Д., <sup>1</sup>Оспанова А.А.**<sup>1</sup>Л.Б.Гончаров ат. Қазақ автомобиль-жол институті, Алматы, Қазақстан\*Автор-корреспондент е-mail: [fatimajuldikarayeva@mail.ru](mailto:fatimajuldikarayeva@mail.ru)**Түйіндеме**

Тақырыптың өзектілігі – лексикалық дағды (лексика) сөйлеу әрекетінің барлық бөліктерінің құрамдас бөлігі, оны қалыптастыру, дамыту және жетілдіру шет тілін үйренудің негізгі міндеті болып табылады. Шетел тілін менгеру – әр түрлі компоненттерді қамтитын еңбекті қажет ететін процесс, олардың бірі – сөздік қорын молайту, сөздердің лексикалық мағынасын түсіну, сонымен қатар кез келген сөйлеу жағдайына қатысты сөзді дұрыс қолдану. Білім берудің негізгі мақсаттары – қарым-қатынастың жазбаша және ауызша түрлерін дамыту. Оларды жүзеге асыру үшін шет тілінің сөздік қорын, оны қолданудың сәйкестігі мен орындылығын менгеру қажет. Сөздік – сөзіміздің негізгі құрылышы материалы, оның субстанциялық жағы. Сөздік қорды менгеру сөйлеу дағдыларын дамытудаң маңызды алғышарты болып табылады. Тақырыпқа жүгіну себептерінің бірі - сөздікпен жұмыс істеудің жаңа стандартты емес әдістерін табуға, оқу тәжірибесін арттыруға ұмтылу. Ал қалау қазіргі балалардың қажеттіліктерімен байланысты, олар ақпарат әлеміне бағдарланған, бірақ сонымен бірге және, мүмкін, осыған байланысты танылған материалға деген қызығушылығын тез жоғалтады. Бұл мақалада осы қындықтарды азайту үшін арнайы әдістер ұсынылады. Ұсынылған лексика ойындарының, схемалары мен жаттығуларының тізімі кез келген жаңа сөздік тақырыптың бағытты енгізу, бекіту және қайталау сабактарында қолданылуы мүмкін.

**Түйін сөздер:** лексикалық мағына, сөздік, сөздік тақырыптың бағдар, қалына келтіру, сақтау жады, ұзақ (қысқа мерзімді) сақтау, сөздерді есте сақтау, ақпаратты кодтау, сақтау схемасы, мнемоникалық, көрнекі, позициялық әдіс.

|                           |   |
|---------------------------|---|
| <b>Джулдикараева Ф.Т.</b> | <b>Авторлар туралы ақпарат:</b><br>ага оқытушы Л.Б.Гончаров атындағы Қазақ автомобиль-жол институті, Алматы қ., Қазақстан. ORCID ID: <a href="https://orcid.org/0009-0004-4801-7546">https://orcid.org/0009-0004-4801-7546</a> . E-mail: <a href="mailto:fatimajuldikarayeva@mail.ru">fatimajuldikarayeva@mail.ru</a> |
| <b>Рыскельдиева Г.Д.</b>  | Педагогика ғылымдарының магистрі, ага оқытушы Л.Б.Гончаров атындағы Қазақ автомобиль-жол институті, Алматы қ., Қазақстан. ORCID ID: <a href="https://orcid.org/0003-4827-5698">https://orcid.org/0003-4827-5698</a> . E-mail: <a href="mailto:gdr_69@mail.ru">gdr_69@mail.ru</a>                                      |
| <b>Оспанова А.А.</b>      | ага оқытушы Л.Б.Гончаров атындағы Қазақ автомобиль-жол институті, Алматы қ., Қазақстан. ORCID ID: <a href="https://orcid.org/0009-0009-5572-4085">https://orcid.org/0009-0009-5572-4085</a> . E-mail: <a href="mailto:ait.ospanova@gmail.com">ait.ospanova@gmail.com</a>  |

## Информационно-коммуникационные технологии

<https://doi.org/10.63377/3005-4966.4-2024-11>**УДК:** 74**МРНТИ:** 16.21**Запоминаем новые слова!****\*<sup>1</sup>Джулдикаева Ф.Т., <sup>1</sup>Рыскельдиева Г.Д., <sup>1</sup>Оспанова А.А.**<sup>1</sup>Казахский автомобильно-дорожный институт им. Л.Б.Гончарова, г. Алматы, Казахстан\*Автор-корреспондент e-mail: [fatimajuldikarayeva@mail.ru](mailto:fatimajuldikarayeva@mail.ru)**Аннотация**

В статье рассматриваются актуальные вопросы повышения эффективности и надёжности автомобильных двигателей в современных условиях. Сложность конструкции современных транспортных средств требует точной диагностики технического состояния и высокого уровня технического обслуживания. Особое внимание уделяется значимости технической диагностики как ключевого инструмента оценки состояния узлов и агрегатов, прогнозирования ресурса и повышения эксплуатационной надёжности. В качестве объекта исследования выбраны дизельные двигатели автомобилей КамАЗ, техническое состояние которых оценивается на основе комплекса методов и инструментов диагностики. Выделены основные элементы, определяющие ресурс двигателя — коленчатый вал, шатуны, блок цилиндров, а также рассмотрены процессы их износа. Описана методика диагностики, основанная на оценке динамических характеристик двигателя, позволяющая точно определить срок службы до капитального ремонта. Кроме того, исследуются двигатели, соответствующие экологическим стандартам EURO-1, EURO-2, EURO-3 и EURO-4, с акцентом на их экономичность и снижение эксплуатационных затрат. Полученные результаты подтверждают эффективность применения комплексной диагностики, которая позволяет продлить срок службы двигателя, повысить его надёжность и снизить расходы на техническое обслуживание. Представленные подходы могут служить основой для модернизации систем обслуживания автотранспортных средств.

**Ключевые слова:** автомобильные двигатели, КамАЗ, бортовая диагностика, техническое состояние, восстановление деталей.

Поступила:  
05 ноября 2024  
Рецензирование:  
19 ноября 2024  
Принята в печать:  
05 декабря 2024

**Джулдикаева Ф.Т.**

**Информация об авторах:**  
старший преподаватель, Казахский автомобильно-дорожный институт им. Л.Б. Гончарова, г. Алматы, Республика Казахстан. ORCID ID: <https://orcid.org/0009-0004-4801-7546> E-mail: [fatimajuldikarayeva@mail.ru](mailto:fatimajuldikarayeva@mail.ru)

**Рыскельдиева Г.Д.**

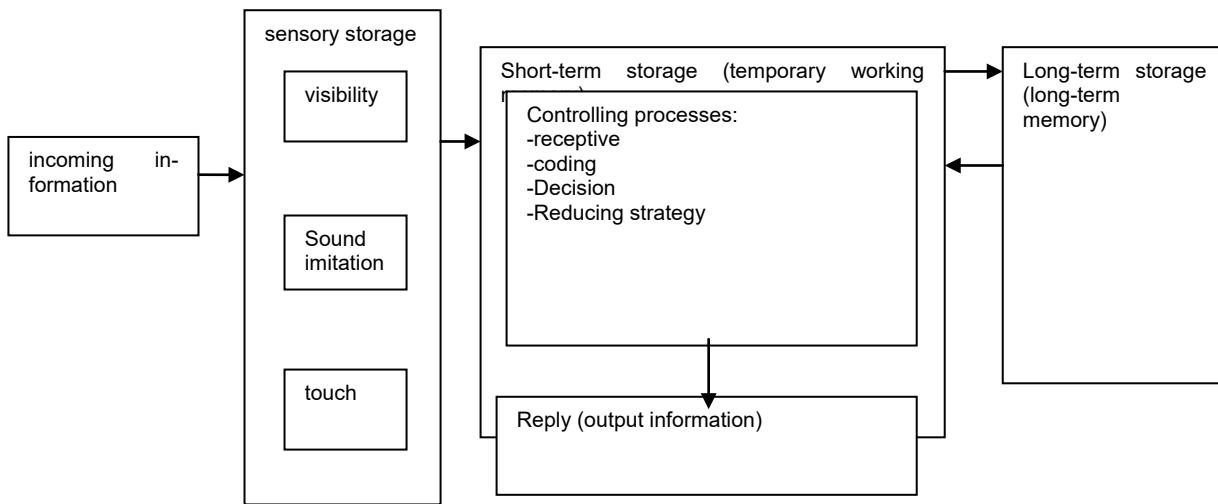
магистр педагогических наук, старший преподаватель, Казахский автомобильно-дорожный институт им. Л.Б. Гончарова, г. Алматы, Республика Казахстан. ORCID ID: <https://orcid.org/0000-0003-4827-5698> E-mail: [gdr\\_69@mail.ru](mailto:gdr_69@mail.ru)

**Оспанова А.А.**

старший преподаватель, Казахский автомобильно-дорожный институт им. Л.Б. Гончарова, г. Алматы, Республика Казахстан. ORCID ID: <https://orcid.org/0009-0009-5572-4085> E-mail: [ait.ospanova@gmail.com](mailto:ait.ospanova@gmail.com)

Memorization of English words based on the same principles, only we need to connect to the work the learner's long-term memory department, visual, auditory, motor memory. And the most important thing is the memory material should not seem inaccessible or very difficult, but rather familiar, understandable, moderately difficult. This relieves the subconscious mind and facilitates the work with memorizing words. There are three stages of memory: acquisition. When a person receives the information, it should be understood and preserved - either temporarily or permanently; storage aimed at changes in the nervous system that allow information to be kept in a compressed form. These changes represent memory traces, 1 Restoration - the process of obtaining and using it out of storage memory.

Identified three levels of information storage in the human memory: sensory, short and long term.



**Scheme 1.** Preserving sheme of incoming information

Sensory information storage holds the information very briefly after it reached senses:

- With our eyes you remember the color, shape, size, unusual details;
- With ears you memorize the noise background, music, or single melody notes that prompt our memory surroundings, accompanying details, your mood at the moment the event occurs.
- With hands you memorize the surface of the object or thing, associate your feelings with existing experience in this area, childhood memories

Sometimes you memorize with nose, as our sense of smell most rapidly responds to the surrounding smells and categorizes the information obtained as a positive-negative experience, "do not know" or "now I know":

Short-term storage holds data that people have just made clear, realized as well as the last few words in the sentence; any information coming into our brain, causes a reaction - the adoption of information and response (interesting, uninteresting, worth remembering) in the case of interest - information is encoded to make instant decisions (note) and is sent to the long-term storage.

Long-term storage holds information for a long time, the human brain uses codes. Let's refer to the scheme 2.

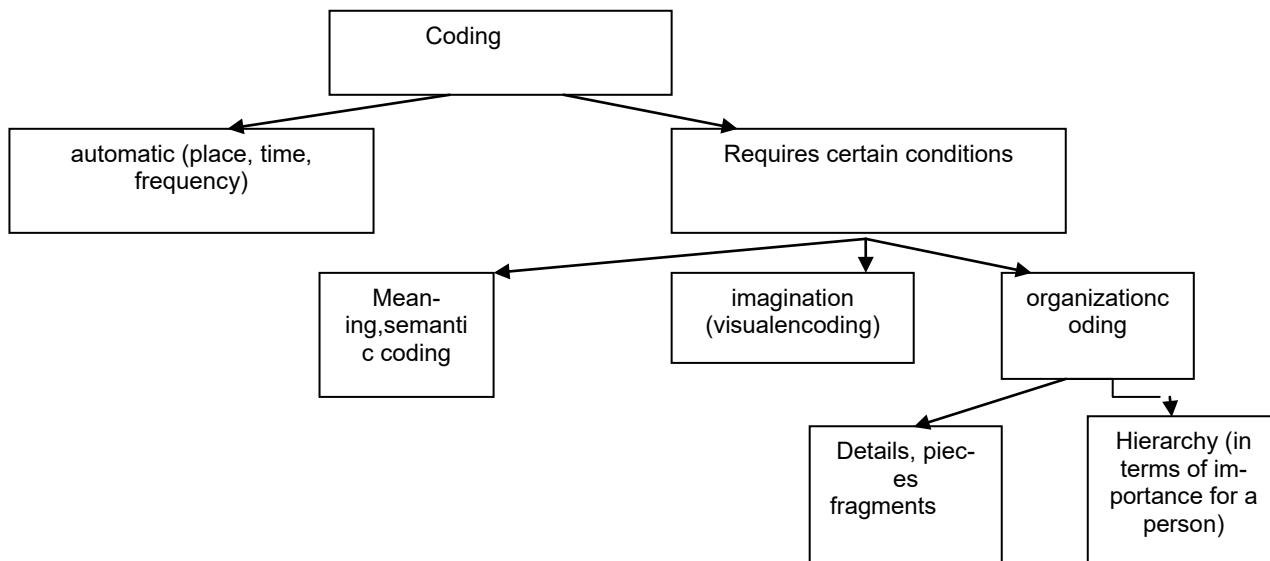
There are three main ways of encoding information for long-term storage: linguistic (lexical or verbal) imaginative and motional.

One of the most important codes is the language or linguistic code. People have to deal not only with the specific objects that can be encoded with using random symbols - words. There are abstract concepts that the human brain encodes according to the meaning - semantic coding, meaningful for the individual.

Visual (image) information encoding based on visual images that people received up to this point (astonish - удивляться), it can be associated with memories of some event, after which you are given a glass of tonic drink.

Motor code – it is the means of remembering the physical skills and movements.

It is necessary to teach the majority of motor skills through the implementation of these movements, which practically makes it impossible to forget them.<sup>2</sup>



**Scheme 2.** Coding information

### ***Why do we forget?***

One of the explanations can be considered an impact on the process of remembering events that happened Before and After the memorized information. For example, you were excited by some domestic event and could not switch to a conversation with a client of interest to you or a colleague. Consequently, you missed some details. Writing the information is the key to memorize. We remember the material better if we write it in a form which is suitable to those obtained earlier knowledge. In order to store the material, it must be positioned so as to be remembered better. This work everyone should do independently, relying on personal approach to the process of memorizing those facts that are already stored randomly. Such subjective organization of the material serves only to one purpose, to arrange the information so as not to miss important details and then easily reproduce it if necessary. For example, you can give a schematic organization of material for recording and storing. The good result has the memorizing words in pairs, with imaginative encoding, for example, furniture – room, performance – theatre, song – poem, art – picture.

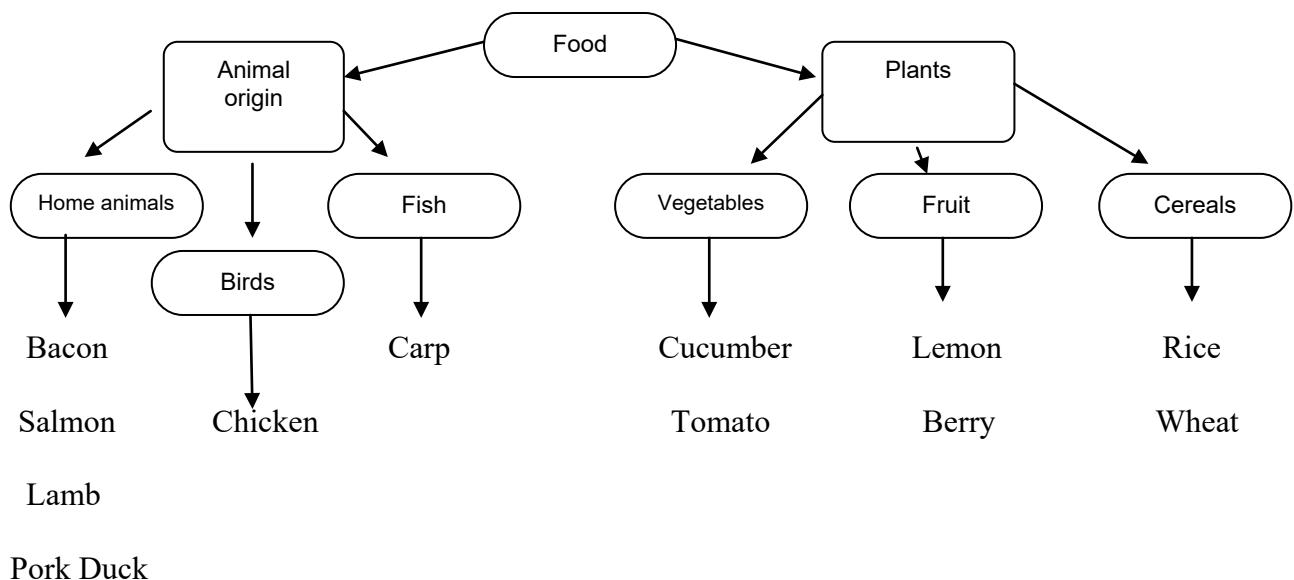
There are several mnemonic techniques representing special techniques to improve memory. All means to improve memory contain two components:

1. Attract good recording technique that forms or leaves a strong mark in the memory;
2. Provide effective reducing tips (hints).

The most effective of all mnemonic methods psychologists consider: binding method of images, the method of arrangement of images, the method of "stringing" images to the mental rods (the principle of children's pyramid with rings). These memorization techniques give better results than the usual memorization, constant repetition.<sup>3</sup>

Let's consider these techniques:

1. Method binding images. For example, you need to remember the list of products. Begin to associate the image of birthday with a festive table for children, on which there is the cake (flour, milk, honey, eggs, starch), fruits, candies and cookies. Women remember this list easier than men.



2. Positioning method of images or objects in imaginary places and situations. You should establish the natural places where events can take place, familiar to you. For example, you can choose 20 different positions in the apartment or in the country, on the familiar path in the park. The number of positions depends on the number of items that must be stored.

3. The method of "stringing" is based on the same principle as the previous method, instead of your chosen location or position is used the support rod. There are plenty of rod support systems, but the most popular is the rhyming objects with numbers from 1 to 20, for example.

|  |   |
|--|---|
| One is gone.   | Eleven is "penny-one", hotdog bun.        |
| Two is a shoe.                                       | Twelve is "penny-two", airplane glue.     |
| Three is a tree.                                     | Thirteen is "penny-three", bumble bee     |
| Four is a door.                                      | Fourteen is "penny-four", grocery store.  |
| Five is knives.                                      | Fifteen is "penny-five", big bee hive.    |
| Six is sticks. Sixteen is "penny-six", magic tricks. |   |
| Seven is an oven.                                    | Seventeen is "penny-seven", go to heaven. |
| Eight is a plate.                                    | Eighteen is "penny-eight", golden gate.   |
| Nine is wine.  | Nineteen is "penny-nine", ball of twine.  |
| Ten is a hen.  | Twenty is "penny-ten", ball point pen.    |

Every word that you need to remember before "stringing" on the rod has to be converted into an image. Such as a vivid example of this technique is memorizing the poem "The House that Jack Built", or that's how the American priests offer to remember the 10 commandments of Christ.

One only God  
 Two zoo, there many animals there – animals are images, images are idols  
 Don't worship idols!  
 Three – tree; it has leaves; the leaves have veins.  
 Don't say the name of lord in vain!  
 Four-door, a door has a keyhole; keep Saturday holy.  
 Five – life; parents gave you life – Honour your father and mother!  
 Six – sticks; you can kill people with sticks. Don't kill.  
 Seven – heaven; to get there you can't adulterate  
 Eight – gate; thieves break through gates. Don't steal!  
 Nine – lie; don't lie, tell the truth!  
 Ten – hen; don't wish your neighbor's hen!

### ***What should be done to improve memory?***

1. Constantly repeat in order to achieve a long-term memory. For example, in order to remember the word, repeat it by yourself as soon as you have read it, wait a few minutes and say the word, wait and repeat again.
2. Enlarge your vocabulary using synonyms. Speedy reading of complex material - with a minimum of reproduction - has the effect of storing information. It is worth using.
3. Do the material meaningful and familiar.
4. Use mnemonic means.
5. Create more associations as much as possible.
6. Use photos and pictures to remember by.
7. Refresh the memory with suitable tips. Mentally create the situation and the mood in which took place a process of learning the material.
8. Recall the events, until they are replaced with new information.
9. Check your knowledge to obtain information as well as to make clear what you don't know yet.
10. Minimize the impact of extraneous. Learn before going to bed. Don't learn similar subjects, which could be mixed – for example, English – French – at once.
11. Every day look through any text during 10-15 minutes.(silent reading).
12. Give definitions for new words in English.
13. Use the words in different situations.
14. Describe pictures using the new words.
15. Make up micro dialogues using words in different situations.
16. Use role play.
17. Use the words in different grammar functions.
18. Make the list of words logically completing each other.

Using any type of work gives a good result for memorizing words. In this article are described effective methods of memorizing words. Memorizing words – is the most important key for learning foreign languages. I'll be glad if the article will be of interest to a wide range of not only experts, but also for those who study languages themselves.

*"The existence of forgetting has never been proved: We only know that some things do not come to mind when we want"*

Nietzsche

**Conflict of interest.** The corresponding author declares that there is no conflict of interest.

**Ссылка на данную статью:** Джулдикараева ФТ, Рыскельдиева ГД, Оспанова АА. Запоминаем новые слова! // Вестник Казахского автомобильно-дорожного института = Bulletin of Kazakh Automobile and Road Institute = Kazakh avtomobil-zhol institutyn Khabarshysy. 2024;4 (8): 100-106. <https://doi.org/10.63377/3005-4966.4-2024-11>

**Cite this article as:** Juldikarayeva FT, Ryskeldiyeva GD, Ospanova AA. Zapominaem novye slova! [Remembering new words!]. Vestnik Kazahskogo avtomobil'no-dorozhnogo instituta= Bulletin of Kazakh Automobile and Road Institute = Kazakh avtomobil-zhol institutyn Khabarshysy. 2024;4 (8):100-106. <https://doi.org/10.63377/3005-4966.4-2024-11>

## References

- [1] Melton AW. Implications of short-term memory for a general theory of memory – (Причастность краткосрочной памяти к общей теории памяти) – journal of Verbal learning and Verbal Behavior.1963.
- [2] Atkinson RC, Shiffrin RM. “The control of short-term memory” (Контроль краткосрочного запоминания). Scientific American.1971; 224: 83-89.
- [3] Luria AR. “The mind of mnemonist”. Basic Books, N.Y.1968;92 – 108.