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METHODS OF TEACHING VOCABULARY OF A SECOND LANGUAGE: LINGUODIDACTIC ASPECTS

Abstract. In the context of multilingual education in Kazakhstan, the study of a second foreign language takes on special significance since the formation of a multilingual personality is an important direction of the language policy in Kazakhstan. University teachers face the issue of updating the methodology of teaching a second foreign language within the allocated hours for this discipline. The article is devoted to the study of some methods of teaching the vocabulary of a second foreign language to students with the state language of instruction. The article discusses the linguodidactic principles of teaching vocabulary and word formation of the German language, such as morphological, lexical and conceptual differences between the Kazakh and German languages. These features affect the selection of active vocabulary and require the use of methods that facilitate the process of mastering vocabulary. The purpose of research is to study effective methods of assimilation of lexical units and methods of word formation in the German language. Specific attention is paid to the importance of considering cognitive and linguacultural phenomena when choosing methodological approaches that help adapt the learning process to students. The article presents three effective methods identified through testing during the experiment: contextual learning, the method of interlinguistic associations and contrastive analysis.

The results of the methodological experiment display the efficiency of the proposed methods for the formation of an active vocabulary in the experimental group compared to the control group. The use of these methods allows to reduce the level of difficulties that arise while studying vocabulary in German and contribute to the successful implementation of new lexical units and word-formation models.

The novelty of the study lies in the adaptation and testing of these methods in the context of Kazakhstani multilingual education. The results of the study have practical importance and can be used in the preparation of curricular, massive open online courses and teaching aids for students with the state language of instruction.

Key words: teaching vocabulary and word formation, linguistic aspects, contextual teaching, cognitive approach, interlinguistic associations

Introduction

In the context of a multilingual society and rapidly developing global socio-economic transformations, knowledge of one foreign language becomes insufficient. The language policy of the Republic of Kazakhstan also reflects the intention to develop a multilingual personality who speaks several languages (State Program, 2019). The importance of communicative intercultural competence for professionals across different levels and fields is increasing due to the expansion of international cooperation. Proficiency in foreign languages and their practical application are becoming valuable assets in the professional sphere. A review of scientific studies conducted by both domestic and international research highlights the growing significance of second foreign language instruction within the framework of multilingual education.

The act of teaching vocabulary and word formation in the context of a second foreign language seems to be a very complex and multifaceted process that requires not only the

concentration of certain linguistic, psychological, cognitive and other competencies, but also linguocultural, cultural and background knowledge (Fulcher, 2003). For students with the Kazakh language of instruction, this task is complicated by interlingual differences between the native and foreign languages such as Russian, English and German, and possibly others as well. The problem of teaching a second foreign language (FL2), using German as an example, is developing rapidly. An analysis of the studied literature shows that teaching FL2 and other subsequent languages differs significantly from teaching the first foreign language (FL1).

For the formation and development of skills in FL2, linguomethodological, linguocultural, sociolinguistic, and other linguistic and methodological prerequisites are laid (Hymes, 1972: 272). Thus, the effectiveness of mastering FL1 demonstrates the following indicators:

- experience of learning a foreign language has been acquired, i.e. educational experience.
- speech experience has been formed, i.e. the ability to switch from the native language code to the studied one.
- linguistic thinking has been significantly developed.
- language guesswork and language intuition have been developed.
- mechanisms of self-assessment and reflection have been developed.

Despite the above-mentioned indicators, there are a number of difficulties that arise when studying FL2:

- weak authentic content of teaching aids for students in FL2,
- lack of domestic teaching aids taking into account students developed linguistic and educational experience,
- the existence of interfering linguistic phenomena of the Russian and English languages, including an educational multilingual environment.

In recent years, the teaching of German in secondary schools and universities in Kazakhstan has gained popularity, driven by public demand, bilateral cultural cooperation. The effectiveness and success of multilingual education depended on the integration of its components through shared methodological principles (Bim, 2001). In this study, we follow the principles of second foreign language teaching outlined by the German linguist G. Neuner (Neuner, 2003). According to his concept, five basic principles are distinguished in the context of multilingualism: the principle of cognitive comparison and discussion; the principle of conscious learning; the principle of the content of the educational material corresponding to the interests of students; the principle of orientation to the text and the principle of saving time in the educational process. These principles holistically reflect the consistency that must be taken into account when teaching a foreign language.

Since in our study the main aspects of learning are teaching vocabulary and word formation, we consider different points of view of the authors dealing with this problem. However, the methodology of teaching a second language does not sufficiently highlight how important and necessary it is to consider the influence of FL1 and the native language.

In teaching vocabulary and word formation of FL2, problems arise for both teachers and students. At this stage, reflection plays a crucial role in expanding foreign knowledge, as students compare the studied languages, explore auxiliary tools for mastering German vocabulary and structure, and analyze their learning strategies to avoid incorrect borrowings from English or Russian expressions. It is essential that reflection is not overly concise, allowing learners to fully grasp the comparisons they make, their rationale, and the conclusions they draw. The principle of cognitive learning makes students be active participants in the learning process. Intrinsic motivation in studying FL2 affects the students' purposeful search for their own strategies for learning a new language, the search for linguistic patterns of the second FL2, the use of previous knowledge and experience, skills and abilities (Ballweg, 2005).

Since we believe that cognitive approaches must be considered FL2, in particular vocabulary and word formation. Therefore, in our study we touch upon the principle of cognitive learning.

Teaching German as a second foreign language has its own traditions and history, however, the process of teaching FL2 requires methodological research in this area, since it is not oriented towards students with Kazakh as the language of instruction and for whom German is the third language. When acquiring a second foreign language, mastering the strategy of comparative analysis is essential for developing speech skills and competencies. In the process of learning German grammar after English, the application of comparative methodology becomes indispensable. Given the linguistic proximity of both languages within the German family, a systematic contrastive approach facilitates the identification of structural and functional correspondences, enhancing grammatical awareness. Moreover, this strategy allows learners to leverage their prior linguistic knowledge, optimizing cognitive processing and accelerating language acquisition. Consequently, integrating in the development of both linguistic competence and metalinguistic awareness. (Dörnyei, 2014).

However, the relevance of this study lies in the fact that the problem has not been sufficiently studied in Kazakh linguodidactics, especially when teaching German as a second foreign language and is due to the requirements of high-quality preparation of students studying German for intercultural communication and the need to develop a scientifically sound methodology that takes into account both the didactic principles of teaching a foreign language and the specifics of studying German the presence of cognitive experience gained in the learning process FL1.

Thus, taking into account the identified contradictions and the lack of teaching materials adapted to the multilingual context, the present study aims not only to determine effective methods that facilitate the acquisition of German vocabulary and word formation as a second foreign language, but also to analyze the linguistic and cognitive barriers that impede this process. In this regard, the study addresses the following research questions: (1) What difficulties most significantly complicate the acquisition of German vocabulary by Kazakh-speaking students? (2) Which methods – contextual learning, interlinguistic associations, or contrastive analysis – prove to be the most effective in mastering vocabulary and word formation? (3) How can these methods be adapted to the conditions of multilingual education in Kazakhstan?

Literature review

Foreign authors Jack C. Richards, Theodore S. Rodgers (2001) in their works emphasize that vocabulary is a central component of language and is of great importance for a foreign language learner, since without sufficient vocabulary it is impossible to communicate effectively or express thoughts, vocabulary plays a key role in the process of language proficiency.

Tirado R. notes that it is not enough to learn a language; it is important to know its socio-cultural reality, reflected in words, and understanding the development of language and consciousness are connected at the cognitive level (Tirado, 2019).

“The sociocultural perspective sees a language not as a static set of rules but as a system that is deeply intertwined with learners’ social practices and interactions” (Johnson, 2009). This suggests that vocabulary learning goes beyond memorization and rules to emphasize interactions in culturally significant contexts. This informed the choice of vocabulary teaching methods in our study, allowing learners to connect vocabulary learning with relevant social practices rather than isolated lexical items. This is in line with the need for methods that integrate Kazakh cultural context when teaching FL2.

Based on N.A. Shchukin (2004), teaching of foreign languages requires students to master the cultural life of its speakers, without which adequate participation in intercultural communication is very difficult.

“From this point of view, the purpose of language education changes. Now perfect (at the level of native speaker) mastery of one or two and even three languages spoken separately from each other is not goal. The goal is developing a linguistic repertoire in which all linguistic skills have a place” (Osyanova, 2005). According to her statements, modern language education should focus on knowledge of several foreign languages. The goal of language education is to teach foreign languages in interconnection with each other. It is necessary not only to start learning a new foreign language, but also to improve the previous one. L.M. Borisenkova notes that “the influence of the first foreign language on the study of the second can be both positive and negative. In any case, it affects knowledge, skills, memory, communicative abilities of the individual, the awareness of the use of a particular construction” (Borisenkova, 2009). Based on U. Weinreich, the interaction of language systems in the process of studying two different languages in an educational environment is expressed in a deviation from the norm and the system of the second language under the influence of the first language, or the native language (Sycheva, 2015). A similar idea was expressed by the author T.A. Pustovalova: “thus, the perception of a linguistic unit is perceived through the prism of the first foreign language or one’s native language when it is involved in two or more linguistic systems” (Pustovalova, 2014). Galskova (2009) notes that “the formation of lexical skills and abilities does not involve only taking into account information of a formal-structural nature, but also knowledge of situational, social and contextual rules, which adhered to by native speakers” (Galskova, 2009). This aspect is emphasized in this study, and we adhere to this point of view.

O.A. Dorokhova asserts “mastering vocabulary when teaching foreign languages is of system-forming importance” (Dorokhova, 2014). She emphasizes that the problem of developing lexical skills is a key aspect of foreign language instruction and one of the most important in teaching a foreign language and mastering vocabulary has a system-forming significance, since it is in vocabulary that the meanings are embedded that encourage communication between individuals. In her work, she highlights the following aspects such as lexical knowledge. It is an important part of cognitive activity of students and provides a solid lexical basis for language acquisition. The acquired knowledge about various aspects of a foreign language affects the correct choice of the appropriate meaning of a foreign language word from its entire structure to express the specified concept the ability to combine lexical units with each other the ability to express thoughts with exiting lexical structures.

Lexical units in foreign language teaching mean nothing more than a certain set of lexical material, both productive and passive, allowing one to demonstrate the development of language competencies. That is why learning a second foreign language plays an important role in the development of a linguistic personality.

However, the relevance of this study lies in the fact that in Kazakhstani linguodidactics the problem has not been sufficiently studied especially in teaching German as FL2. This fact is due to the requirements of high-quality preparation of students studying FL2 for intercultural communication and the need to develop a scientifically based methodology that considers both the didactic principles of teaching a foreign language and the specifics of studying FL2. It consists in the presence of cognitive experience gained in the process of learning FL1.

Modern educational and methodological complexes, textbooks and self-study guides for the German language available on the Kazakhstani market are mostly designed for learners who are starting to study the language from scratch. However, they do not take into account students accumulated academic and linguistic experience, as well as the interference influence of previously learned languages, particularly Russian and English. In the context of Kazakh-

medium education, German is the third language, which requires specialized methodological approaches. Therefore, the key objective of this study is so identifying effective methods that contribute to the successful acquisition of German vocabulary and word formation as a second foreign language for students with Kazakh as their language of instruction.

Although multilingualism and second foreign language acquisition have been extensively studied, the Kazakhstani context remains underexplored in international linguodidactic research. This study seeks to address this gap by combining cognitive and intercultural approaches with the practical insights of domestic scholarship. In doing so, it contributes to the global discussion on models of multilingual education and offers a new perspective on vocabulary instruction in higher education.

Methods and organization of research

The study was conducted during one semester with participation of 68 students of specialty “Foreign language: two languages”. The experimental group (n=36) was trained using three methods: contextual, interlinguistic, and contrastive, while the control group (n=32) was trained using a traditional program. The program included work with text, tasks for recognizing and using words productively, analyzing internationalisms and comparing grammatical structures. At the ascertaining stage, an entrance lexical test was conducted. The nonparametric Mann-Whitney U-test was used for statistical verification.

During our study, the observation method was formed at the initial stage, allowing us to record the types of lexical work and tasks that are the most effective for students with the Kazakh language of instruction. This method was used to identify the effectiveness of tasks and exercises that contribute to the acquisition of both active and passive lexical vocabulary. During one semester, the educational process was observed in the control and experimental groups, the results of which demonstrate certain aspects for further research at subsequent stages. The method of comparative analysis in the study of vocabulary and word formation of the German language in relation to the Kazakh language, which involves a thorough comparison of language units and structures, was used at the final stage, due to this method it was possible to identify both similarities and differences that contribute to the successful acquisition of vocabulary and word formation by students with the Kazakh language of instruction. To compare the level of proficiency of the control and experimental groups, the Mann Whitney U-test was used at the ascertaining stage. The experiment was conducted during the 4th semester of 2023-2024 academic year. The chosen period and duration of the experiment were dictated by a number of conditions. Since the second language is introduced, according to the curriculum, from the second semester of the academic year, the formation of students’ lexical baggage in the second foreign language requires a certain amount of time.

One of the factors that directly and indirectly influence students’ vocabulary usage is the time and number of credits assigned. In this semester, 45 credits are allocated for studying the second foreign language, which is not enough to master the stated level in the syllabus, thereby once again proving the need to use effective methods for learning vocabulary within the stated number of credits. The use of these methods allows to understand which aspects of vocabulary and word formation cause difficulties for students, what potential difficulties they encountered when studying German, and on this basis, practical tasks and work programs can be developed that take these features into account and correspond to Kazakhstani realities.

Research results and discussion

The acquisition of vocabulary in a foreign language is one of the central components of the language learning process. For students with Kazakh as the language of instruction, this process is accompanied by a number of linguistic challenges caused by the structural and typological differences of the languages being studied. Among the key difficulties are:

- phonetic differences: one of the first difficulties that Kazakh-language students encounter when learning vocabulary in German is phonetics. There are significant phonetic differences between Kazakh and German, which makes it difficult to correctly perceive and pronounce new words. German has a number of sounds that are absent in Kazakh, for example, [ʃ], [ç], [ɛ:]. This leads to problems with the perception and pronunciation of new words. For example, for students with Kazakh language of instruction, the sound “ü” in the German word *müssen* may seem difficult, since there is no similar sound in Kazakh; sounds specific to German, such as [ø] (ö) and [y] (ü), are not present in Kazakh and Russian, which makes them difficult to articulate. In German, stress often falls on the first syllable of a word, whereas in Kazakh it mostly falls on the last syllable: “Parkplatz” (parking), “қалам” (pencil).

- morphological differences: Kazakh is an agglutinative language, while German uses inflectional morphology. This leads to difficulties in understanding the word-formation patterns of the German language, especially in such aspects as verb conjugation and noun declension. For instance, Kazakh uses suffixes to express cases and tenses, while German may use articles and changes in the root part of the word for this purpose (for example, *Haus - Häuser*).

Students with Kazakh language of instruction have difficulty mastering the concept of gender and case, which is an important part of German grammar and vocabulary. German has a complex system of declensions (Table 1): “der Hund” (dog) → “des Hundes” (genitive case). Kazakh uses case endings without changing the stem: “ит” (dog) → “иттің” (genitive case). Table 1 shows some examples:

Table 1

Some lexical aspects of declension and plural formation in the German and Kazakh languages

Examples in German	Examples in Kazakh
<i>Glas – Gläser</i>	<i>стақан – стақан</i>
<i>Baum – Bäume</i>	<i>ағаш – ағаштар</i>
<i>Tuch – Tücher</i>	<i>орамал – орамалдар</i>
<i>Kuss – Küsse</i>	<i>сүйісу – сүйісу</i>
<i>Buch - Bücher</i>	<i>кітап – кітаптар</i>
<i>der Vater – des Vaters</i>	<i>әке – әкенің</i>
<i>der Freund – des Freundes</i>	<i>дос-достың</i>
<i>das Gericht – des Gerichtes</i>	<i>тағам – тағамның</i>
<i>das Kind – des Kindes</i>	<i>бала – баланың</i>
<i>der Mann – des Mannes</i>	<i>ер адам – ер адамның</i>

- lexical difficulties: the German language has many compound words (Composita), which can be difficult for students accustomed to a different word formation system.

The German language is known for its highly developed word formation system, which relies heavily on prefixes, suffixes, and compound words. For students with the Kazakh language of instruction, where word formation is based on the agglutinative principle, mastering the German morphological system causes significant challenges. Richards’s work shows that successful word formation learning requires a systematic approach with an emphasis on regular repetition and practice (J. C. Richards, 2001: 76). For example, the word *Donaudampfschiffahrtsgesellschaftskapitän* is a long compound word that is difficult to understand and remember. For example, the word “Lebensmittelgeschäft” (grocery store) consists of three components: *Leben* (life), *Mittel* (means), *Geschäft* (store), which requires analytical skills. For example, the word “Fußballspieler” (football player) consists of three

parts: *Fuß* (leg), *Ball* (ball) and *Spieler* (player) (Table 2). For students with the Kazakh language of instruction, this can be difficult because the Kazakh language rarely uses such compound words. It is important for students to learn to recognize the constituent parts of such words, which will facilitate the process of their acquisition. Examples of the formation of compound nouns in German and their translation into Kazakh are demonstrated in Table 2.

Table 2

Examples of the formation of compound nouns in German and their translation into Kazakh

Compound nouns in German	Equivalents in Kazakh
<i>das Lehrbuch</i>	оқулық
<i>die Sommerferien.</i>	жазғы демалыс
<i>der Parkplatz</i>	тұрақ
<i>die Taschenlampe</i>	үстел шамы
<i>der Schreibtisch</i>	жазу үстелі
<i>der Geschirrspüler</i>	ыдыс жуғышы
<i>der Zahnarzt</i>	тіс дәрігері
<i>der Fahrstuhl</i>	көтергіш
<i>die Wohnungssuche</i>	пәтер іздеу
<i>die Sprechstunde</i>	консультация сағаттары

- prefixes and suffixes in German play an important role in the formation of new words and changing their meaning. For example, the prefix *be-* in the word *bekommen* (to receive) changes the meaning of the root *kommen* (to come), the prefix *ver-* in the word *verstehen* (to understand) changes the meaning of the root *stehen* (to stand) (Table 3). Kazakh students accustomed to agglutinative morphology need time to adapt to this word-formation system. The table 3 shows some examples of this aspect of word-formation in German:

Table 3

Prefixal formation of verbs in German and their equivalents in Kazakh

Examples in German	Examples in Kazakh
<i>gehen</i>	жүру
<i>eingehen</i>	кіру
<i>ausgehen</i>	серуенге шығу
<i>aufgehen</i>	күн көзінін шығу
<i>losgehen</i>	кету
<i>vorgehen</i>	бәрінен алда жүру
<i>nachgehen</i>	біреудің соңынан жүру
<i>heimgehen</i>	үйге қайту
<i>weggehen</i>	кету
<i>vorbeigehen</i>	өтіп кету

The German language has separable and inseparable prefixes of verbs, which can also be difficult to learn. For example, the verb *aufstehen* (to stand up) includes the prefix *auf*, which is separated in the sentence, creating new syntactic requirements. This frame construction in sentences is unique to the German language. For example:

Der Schüler steht jeden Morgen um 7 Uhr auf.

Оқушы әр таңертең сағат 7-де тұрады.

Sie haben keine Fahrkosten, deshalb geben sie nicht so viel Geld aus.

Олардың жол ақысы жоқ, сондықтан көп ақша жұмсамайды.

For our experiment, we analyzed three methods used to improve vocabulary acquisition and word formation. Contextual learning is one of the most effective methods for vocabulary acquisition. According to the research of N. Chomsky (2002), new knowledge is better learned if it is integrated into an existing cognitive structure through context. Contextual learning not only uses context, but also emphasizes personal, social and cultural contexts of the learners. This method considers the cognitive, emotional and sociocultural factors that influence vocabulary acquisition. For example, the research of P. Bimmel (2000), B. Hufeisen (2005) emphasizes the importance of contextual learning, in which students associate new words with specific situations or images, which makes them much easier to remember and use in speech. Therefore, for students with the state language of instruction, it is necessary to use materials from everyday life that illustrate the use of German vocabulary. For example, dialogues that include a description of traditions may be more understandable and memorable for students.

For students with the state language of instruction, contextual learning can be particularly useful when learning German vocabulary and word formation.

Contrastive analysis enables the examination of both the differences and commonalities between the linguistic systems of FL1 and FL2. This approach facilitates more effective acquisition of new vocabulary and word-formation patterns by allowing students to compare language structures and apply previously learned rules. For example, comparing English and German compounds such as “breakfast” and “Frühstück” helps to better understand word formation in German.

The method of interlinguistic associations, based on the search for similarities between linguistic units of FL1 and FL2. Many words may have common roots and similar forms (internationalisms), which makes them easier to remember. For example, words with Latin roots, such as “information” in English and “Information” in German, may be easier for students to perceive.

To consolidate vocabulary and word formation rules, practical tasks using the word in context can be used. They can create sentences or short texts using both FL1 and FL2 lexical units. For example, students work with texts that include new lexical units in German and already known ones in English to create a common meaning. Using the above methods helps to integrate the study of FL2 vocabulary and word formation through existing knowledge of FL1, which makes the learning process more effective and accelerates it.

During the study, a methodological experiment was conducted, in which 68 students of the educational program “Foreign Language: Two Foreign Languages” took part at the ascertaining stage. Both groups were determined on the basis of rating control indicators of the discipline “Second Foreign Language (B1)”.

The application of statistical significance testing the non-parametric Mann-Whitney U-test method in mathematical statistics confirmed the results of the control and experimental groups. This test demonstrates the lack of significant differences at the ascertaining stage of the methodical experiment between the control and experimental groups. The statistical data for this criterion are presented as follows:

$$U = n_1 * n_2 + \frac{n_x * (n_x + 1)}{2} - T_x$$

The total rank sum for the experimental group is 386, while for the control group, it is 441. Let us denote the largest sum by $T_x = 441$.

The test statistics enable us to formulate hypotheses:

H_0 : The level of the feature in group 2 is not lower than the level of the feature in group 1.

H_1 : The level of the feature in group 2 is lower than the level of the feature in group 1.

Using the proposed formula, we received:

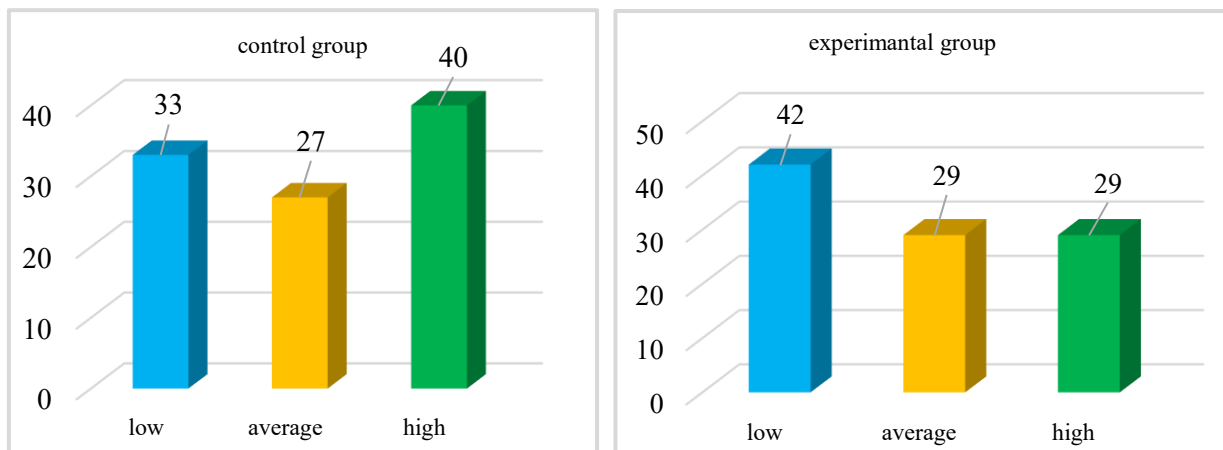
$$U_{emp}=512$$

Thus, $U_{crit} = p \leq 0,01, p \leq 0,05$, as a result, statistics show samples of insignificant differences H_0 (null), which proves that the experimental and control groups are homogeneous at the ascertaining stage. The obtained empirical value $U_{emp}(512)$ is in the zone of insignificance.

Thus, it was proven that at the ascertaining stage the experimental group did not outperform the control group in terms of vocabulary acquisition. The monitoring results presented in Figure 1 clearly demonstrate the levels of vocabulary proficiency in the CG and EG at this stage.

Figure 1

Results of monitoring the acquisition of lexical units according to the language level (B1) in the control group and in the experimental group at the ascertaining stage of the methodological experiment

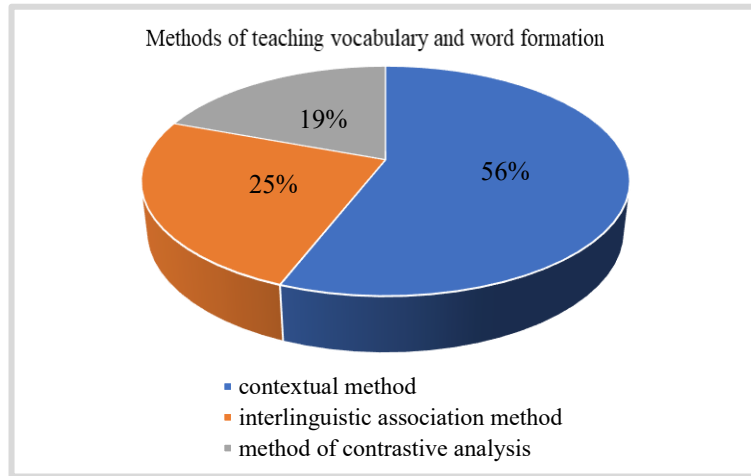


The low rate in the control group (33%) and in the experimental group (42%) indicates that the classes used methods that did not take into account cognitive aspects and did not contribute to the effective acquisition of vocabulary at this stage of learning.

To evaluate the effectiveness of the aforementioned methods, a final test was administered to the students of the experimental group to identify the approaches that contribute to the successful acquisition of German vocabulary (Figure 2). The effectiveness of the proposed methods is reflected in Figure 2, where the contextual method takes the leading position, thereby once again proving that vocabulary acquisition is successful when learning in context, rather than memorizing individual lexical units.

Figure 2

Monitoring data of test assignment results of students in the experimental group, containing assignments using the listed methods (n=17)



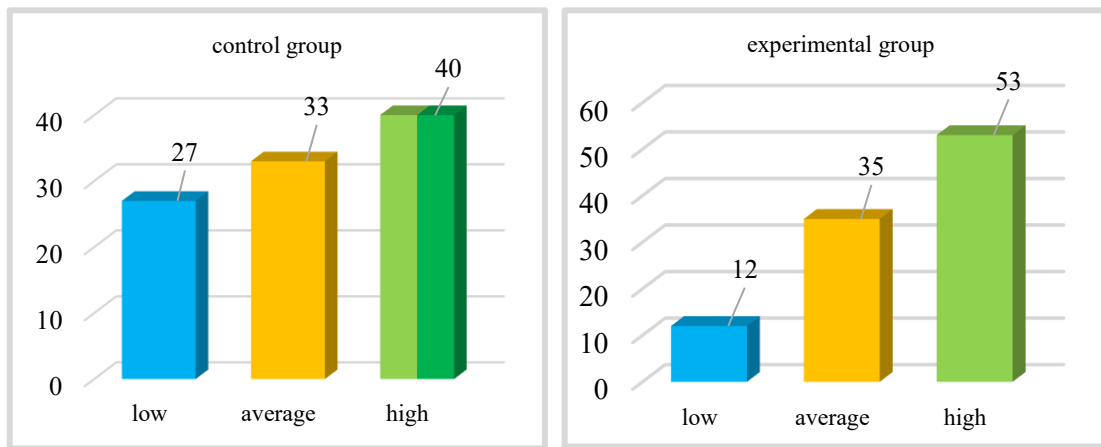
During the observation of the educational process, our research study revealed that the main problems for students are memorizing new words and using them in the right context. There are also difficulties in the Kazakh and German languages. As for word formation, there is a difficulty in understanding German phraseological units, which is associated with cultural and linguistic differences between Kazakh prefixes and suffixes and difficulties in forming compound words. The use of verbs with separable and inseparable prefixes also causes difficulties for students. The results of the final tests according to the thematic plan of the syllabus demonstrated that the acquisition of vocabulary is more effective in tasks where the contextual method is used (56%), which confirms the importance of the cognitive approach to learning. The results of the use of interlinguistic associations (25%) and the method of contrastive analysis (19%) in tests also confirm the effectiveness of these methods for acquiring vocabulary in the educational process for students with the state language of instruction.

At the final stage, test tasks were developed in consideration of the above-mentioned methods in order to determine the effectiveness of these methods for mastering the lexical vocabulary of the corresponding level of training. The sets of tasks and exercises developed within the scope of the topic "Studium im Ausland" according to the thematic plan of the syllabus were tested and consolidated in the experimental group. In order to summarize the feasibility of using the above methods, a final cut was conducted, which was presented in the form of test tasks with 4 answer options.

The monitoring data on the level of vocabulary acquisition in the control and experimental groups at the final stage are presented in Figure 3.

Figure 3

Comparative table of monitoring the acquisition of vocabulary in the CG and EG in percentage terms at the final stage of the experiment



The data presented in the figures reveal certain differences in vocabulary acquisition among students in the experimental group where the above-mentioned methods were used. At the end of the methodological experiment, no significant changes in the acquisition of vocabulary were found in the control group in accordance with the statistical process. On the contrary, the experimental group demonstrated an increase in high and average levels (Figure 3).

The results of the study provide empirical evidence that students taught through contextual learning achieved the highest gains in vocabulary acquisition. This finding supports the hypothesis that integrating cognitive and sociocultural dimensions significantly enhances the effectiveness of language instruction. By contrast, the relatively lower outcomes observed for interlinguistic associations and contrastive analysis suggest that the success of these methods is contingent upon learners' prior linguistic experience and their capacity to transfer knowledge from previously acquired languages.

While these findings highlight the effectiveness of contextual learning and its cognitive and sociocultural integration, certain methodological constraints of the study must be acknowledged.

Although the findings of the present study demonstrate the effectiveness of cognitively oriented methods in mastering German vocabulary, several limitations must be acknowledged. First, the research was conducted in the format of a pilot study with a limited size (N=68), which reduces the generalizability of the results. While the statistical analysis confirmed the significance of the observed improvements, the restricted scope prevents broader extrapolation to other groups of learners, second, the short duration of the intervention does not allow for the evaluation of long-term retention of lexical material. Finally, the study was carried out within a single institutional context which may have influenced the outcomes due to specific curricular and organizational conditions.

These limitations highlight the need for future research that includes larger and more diverse samples, longitudinal designs, and cross-institutional settings. Such studies would not only ensure the reproducibility of the present results but also provide deeper insights into the mechanisms by which contextual learning, interlinguistic association in multilingual settings.

Conclusions

The linguistic aspects of teaching vocabulary and word formation of the second foreign language to students with the Kazakh language of instruction are associated with additional barriers such as internal linguistic factors, including a number of difficulties associated with differences in phonetics, morphology, and vocabulary. However, using effective teaching methods such as contextual learning, the method of interlinguistic associations and the method of contrastive analysis, it is possible to significantly facilitate the process of mastering vocabulary and word formation in German. It is also essential to consider the linguocultural, sociocultural, intercultural, background knowledge of students to create optimal conditions for their language development in the process of learning FL2. Vocabulary and word formation are among the most important aspects of the development of language competence, which is one of the important competencies according to the Dublin descriptors. For the students of language specialties with the Kazakh language of instruction the assimilation of vocabulary and word formation in German has its own characteristics and this should be taken into account when compiling syllabuses and forming learning outcomes.

In conclusion, the study confirms that the deliberate integration of cognitively oriented methods reinforces the acquisition of German as a second language in a multilingual context. Despite the limitations of the pilot design and a small sample size, the obtained findings provide a valuable foundation for future longitudinal and large-scale research, as well as for the development of teaching materials and MOOCs that integrate cognitive and linguodidactic approaches. The prospect of the study is the application of these methods not only for mastering vocabulary, but also for the formation and development of grammatical and phonetic skills in foreign language speech.

Conflict of Interest Statement

The authors declare no potential conflicts of interest regarding the research, authorship, or publication of this article.

Author Contributions

Ademau Akyzbekova: Conceptualization, Methodology, Data curation, Writing-Original draft preparation. Mergul Kulakhmetova: Reviewing and Editing. Sholpan Alimova: Data curation, Writing-Reviewing and Editing.

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