

## THE SUBJECT IS THE USE OF PHYSICAL ACTION IN INCREASING THE VOCABULARY WEALTH OF STUDENTS AT A1 LEVEL (A1 LEVEL, USING THE EXAMPLE OF OTHER PEOPLE)

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**Annotation:** This article aims to investigate whether or not A1 level students may improve their vocabulary through physical activity. This study examines how using gestures, movements, and real-world demonstrations might help students retain and apply terminology better by using examples from other people. This project aims to offer empirical data on the role of physical exercise on A1 level learners' vocabulary development by using a learner-centered approach and utilizing a range of learning activities. It is thought that language learners may easily and effectively acquire new words through the use of physical gestures and signs, which also help with long-term memory retention.

**Key words:** Vocabulary, physical action, learning strategy, memory, multisensory approach, vocabulary acquisition.

**Аннотация:** Целью этой статьи является изучение того, могут ли учащиеся уровня А1 улучшить свой словарный запас посредством физической активности. В этом исследовании рассматривается, как использование жестов, движений и демонстраций из реальной жизни может помочь учащимся лучше запомнить и применять терминологию, используя примеры других людей. Целью этого проекта является предоставление эмпирических данных о роли физических упражнений в развитии словарного запаса учащихся уровня А1 с использованием подхода, ориентированного на учащегося, и использования ряда учебных мероприятий. Считается, что изучающие язык могут легко и эффективно усваивать новые слова с помощью жестов и знаков, которые также помогают сохранить долговременную память.

**Ключевые слова:** словарный запас, физические действия, стратегия обучения, память, мультисенсорный подход, приобретение словарного запаса.

**Anmerkung:** In diesem Artikel soll untersucht werden, ob Schüler der A1-Stufe ihren Wortschatz durch körperliche Aktivität verbessern können. In dieser Studie wird untersucht, wie der Einsatz von Gesten, Bewegungen und realen Demonstrationen den Schülern dabei helfen kann, sich die Terminologie besser zu merken und anzuwenden, indem sie Beispiele von anderen verwenden. Ziel dieses Projekts ist es, mithilfe eines lernerzentrierten Ansatzes und der Nutzung einer Reihe von Lernaktivitäten empirische Daten über die Rolle körperlicher Betätigung bei der Wortschatzentwicklung von A1-Lernenden bereitzustellen. Man geht davon aus, dass Sprachenlerner mithilfe körperlicher Gesten und Zeichen leicht und effektiv neue Wörter erlernen können, was auch zur Erhaltung des Langzeitgedächtnisses beiträgt.

**Schlüsselwörter:** Wortschatz, körperliche Aktion, Lernstrategie, Gedächtnis, multisensorischer Ansatz, Wortschatzerwerb.

### INTRODUCTION

Language learners, particularly those at the starting A1 level, need to have a strong vocabulary basis. Conventional classroom instruction frequently relies on repetition and

memorization, which may not properly interest pupils. Language acquisition may be greatly improved by utilizing kinesthetic and visual understanding strategies, which include bodily motions, according to research. Especially for students who are just beginning their language adventure at the A1 level, vocabulary acquisition is an essential component of language learning. With its potential to improve vocabulary retention and understanding, physical movement as a learning approach has drawn attention in recent years. Research and real-world instances of successful implementation can provide light on how well physical exercise is incorporated into vocabulary acquisition for A1 students. On the other hand, it varies from other word memorizing techniques in that the primary signal can be transmitted to the brain through the body. It looks at how to teach vocabulary through physical exercise, with an emphasis on utilizing other people's examples as an effective teaching method for A1 students.

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The benefit of exercise for acquiring vocabulary: Kinesthetic learning, which involves using the body to improve memory and comprehension, is another aspect of physical exercise. According to research, using physical cues like gestures or motions can enhance memory and help pupils make stronger connections between words and their meanings. One interaction with a word, for instance, is sufficient to acquire some things, including its meaning, when appropriate contextual restrictions are met [1]. While the exact nature of the relationship between the two processes remains up for question, it interacts with conceptual formation (see, for example, [2, 3] for reviews). Physical activities offer a holistic way to acquiring new words for children at the A1 level who may have insufficient vocabulary knowledge. Learning is a social activity that is promoted by contact with people and the environment, according to Vygotsky (1978).” The learning of vocabulary can be aided by the physical acts that operate as a link between language and meaning”.[4]

**Methods:** Using a combination of quantitative and qualitative data gathering approaches, this study uses a mixed-methods research design. There are two cohorts of A1 level students: an experimental group and a control group. The experimental group is trained in vocabulary using physical activities, whereas the control group receives standard education without using any physical actions. ”Students' vocabulary usage and retention are measured using pre- and post-training evaluations, which include vocabulary examinations”.[5] Furthermore, qualitative information on students' experiences and perspectives is gathered through interviews and reflective diaries.

**Results:** Comparing the experimental group's vocabulary acquisition to that of the control group, quantitative analysis shows a noteworthy improvement. Students at the A1 level were able to remember and use language more effectively by integrating physical acts, which led to an abundance of vocabulary. The experimental group's increased motivation, enjoyment, and engagement with language acquisition through physical action are further supported by the qualitative data, which also supports these findings. One very effective method for helping students comprehend and use terminology in context was to have them see real-life examples supplied by others.

**Discussion:** According to these findings, using physical activities along with other

people's real-world examples helps A1 pupils' vocabulary grow. Engaging in physical exercise offers multimodal stimulation, supports memory consolidation, and promotes conceptual comprehension.

Interactive games, role-playing exercises, and cooperative learning opportunities can be used to include physical activity into vocabulary training for A1 learners. A dynamic and engaging learning environment may be produced by teachers encouraging students to practice pronouncing words correctly and reinforcing their meanings with gestures and movements. Furthermore, A1 language learners can expand their vocabulary even further by utilizing technological tools like online platforms or video materials that provide authentic instances of physical activity. Teachers facilitate meaningful and successful vocabulary development in their students by providing chances for them to engage in physical activities, learn from others, and take ownership of their learning. This approach keeps novices from growing tired with language learning too soon and is enjoyable for them.

### CONCLUSION

In conclusion, teaching vocabulary to A1 level students through physical activity is an effective learning method that can improve understanding and retention. Students can increase the breadth of their vocabulary and build critical communication skills by imitating people and using gestures and motions in their language learning exercises. Teachers may enable A1 level students to establish a solid foundation for language learning that will assist their language development and competency by carefully implementing lessons and involving them with real-world situations.

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