

EFFECTIVENESS OF USING MNEMONICS IN TEACHING ENGLISH

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Abstract. At present time the teacher must be able to use effectively the methods of analytical and synthetic processing of information, use fundamentally new methods, techniques and teaching aids. The article deals with the effectiveness of using mnemonic techniques in English lessons. English is one of the languages with the widest vocabulary, and to activate it, teachers use various techniques, using memory strategies. And the author of the article conducted tests to determine the methodological technique that improves the process of memorization, mainly through the use of visual images and associations. It has been determined that the use of mnemonics in the educational process facilitates memorization and reduces the time of work, stimulates cognitive activity and increases the overall intellectual level of development of students. It is emphasized that the mnemonics is based on the use of natural human capabilities: imagination, attention, thinking. The research problem lies in the need to study, especially at this time, the use of mnemonic devices memorization in the study of vocabulary in English language lessons.

Key words: The English language, memory, mnemonics, method of associations, semantic division, visual image.

ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ МНЕМОТЕХНИЧЕСКИХ ПРИЕМОВ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация. В современных условиях преподаватель должен уметь эффективно использовать методы аналитико-синтетической переработки информации, пользоваться принципиально новыми методами, приемами и средствами обучения. В статье рассматривается эффективность использования мнемотехнических приемов на уроках английского языка. Английский принадлежит к тем языкам, что имеет самый широкий словарный запас, и для его активизации преподаватели применяют различные техники, прибегая к стратегиям памяти. И автором статьи проведены испытания с целью определения методического приема улучшающий процесс запоминания, в основном путём использования зрительных образов и ассоциаций. Определено, что использование мнемотехники в учебном процессе облегчает запоминание и сокращает время работы, стимулирует познавательную активность и повышает общий интеллектуальный уровень развития обучающихся. Подчеркивается, что методика опирается на использование естественных возможностей человека: воображения, внимания, мышления. Проблема исследования заключается в необходимости изучения, особенно в настоящее время, использования мнемонических средств запоминания при изучении лексики на уроках английского языка.

Ключевые слова: английский язык, память, мнемотехника, метод ассоциаций, семантическое членение, зрительный образ.

АНГЛИС ТИЛИН ҮЙРӨТҮҮДӨ МНЕМОТЕХНИКАЛЫК ЫКМАНЫ КОЛДОНУУНУН НАТЫЙЖАЛУУЛУГУ

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***Аннотация.** Азыркы мезгилде мугалим маалыматты аналитикалык жана синтетикалык иштетүү ыкмаларын эффективдүү колдонууга, принципиалдуу жаңы усулдарды, ыкмаларды жана окуу куралдарын колдоно билүүсү керек. Бул макалада англис тилин үйрөтүүдө мнемотехникалык ыкманы колдонуунун натыйжалуулугу баяндалган. Англис тили эң көп лексикага ээ тилдердин бири жана аны окутуу үчүн мугалимдер эстутум стратегияларын эске алып, ар кандай ыкмаларды колдонушат. Визуалдык образдарды жана ассоциацияларды колдонуу аркылуу жаттоо процессин өркүндөтүүчү методикалык техниканы аныктоо максатында макаланын автору тарабынан изилдөө жүргүзүлгөн. Окуу процессинде мнемотехниканы колдонуу эсте сактоону жеңилдетип, убакытты үнөмдөп, таанып-билүү активдүүлүгүн стимулдаштырып, окуучулардын жалпы интеллектуалдык өнүгүү деңгээлин жогорулатаары аныкталган. Бул техника адамдын табигый мүмкүнчүлүктөрүн (элестетүү, көңүл буруу, ой жүгүртүү) пайдаланууга негизделгени баса белгиленген. Изилдөөнүн көйгөйү, өзгөчө ушул мезгилде англис тили сабагында лексиканы үйрөнүүдө мнемотехникаларды, жаттоо ыкмаларын изилдөө зарылчылыгында турат.*

***Негизги сөздөр:** Англис тили, эс тутум, мнемотехника, ассоциациялар ыкмасы, семантикалык бөлүнүү, визуалдык образ.*

Knowledge of foreign languages has recently become an integral part of the professional competence of many specialists. There is no need to explain the relevance of learning foreign languages in our era of informatization, globalization and international integration. Much attention is paid to the study of foreign languages, both in secondary school and at the stage of higher education. In addition to this, there is a wide variety of additional opportunities: language schools, online courses, conversation clubs, classes with tutors.

For fruitful communicative activity in teaching English, students have to learn a large amount of vocabulary on various topics. In order to captivate children, each teacher chooses his own methods: pictures, interesting films, presentations, dialogic speech, descriptions of pictures, etc.

The more interesting the material is presented, the greater the likelihood of its better memorization. This is well known to everyone, and everyone seems to be doing it, but the results are not always expected. So these approaches solve only part of the learning problem, because mastering vocabulary is one of the most difficult aspects in learning English.

This requires a good memory.

Memory is part of the structure of the intellect. This is the ability of the nervous system to perceive, store information and retrieve it to solve various problems.

Memory is a mental process that ensures the retention of past experience in the mind as a result of remembering, storing and reproducing information by a person.

Different children unequally memorize information of different modality: some fix visual information better, others - verbal. In the junior stages, one can distinguish between a verbal form of memory and a verbal one, this is due to the functional asymmetry of the brain, therefore, in this stage, the illustrative and emotional presentation of the material is of great importance, and in the senior stages, the logical one.

K.D.Ushinsky said: “Teach a child some five words unknown to him—he will suffer for a long time and in vain, but associate twenty such words with pictures, and he learns them on the fly” [1, pp. 267–268]

In the modern educational system, English is studied from grade 1. Due to the abundance of subjects studied at school, the assimilation of knowledge becomes a very laborious process that requires great effort from the child. It is very difficult for children of the junior stage, as they still do not quite understand what the purpose of their education is. For them, everything has changed dramatically: after all, before school, the main activity of the child was the game, so it is difficult for him to integrate into the structure of the lesson, where you need to be serious and diligent. That is why it is fruitful to move on to a new technique for memorizing English words, which is called mnemonics.

The relevance of this topic is that at present, interest in mnemonics has only intensified. Moreover, the types of mnemonic memorization techniques are constantly being improved on the basis of new ideas about the mechanisms of human memory. Now phenomenal memory is moving from the category of miracles into the category of ordinary memorization skills available to everyone that can be formed like any other skills. This makes the topic relevant not only for students of educational institutions, but also for those who simply want to develop their memory, learn a foreign language, etc.

Mnemonics is the process of memorization. This method involves the memorization of new words and considers the process of learning a language as a whole.

Of course, the traditional structure of the lesson should be maintained in accordance with the requirements and the use of mnemonics in teaching English is considered as an aid.

The German experimental psychologist Hermann Ebbinghaus studied the dependence of memory on the amount of information, the number of repetitions, and the time interval between memorization and reproduction. His main achievement is the forgetting curve, which shows the dependence of memorization and forgetting of information on temporal indicators, repetition frequency, and the amount of memorized material [8]. Nowadays, many scientists pay attention to the issues of memorization mechanisms. Since 1991, competitions in mnemonics have been organized in Cambridge, and now they are held in various cities of the world. Dominic O'Brien – British mnemonist, gives advice on how to develop supermemory [7]. Tony Buzan presents a self-expanding master mnemonic matrix and mind mapping memorization method [5]. Eric Kandel wins Nobel Prize in Physiology. Theory and methodology of teaching and upbringing Pedagogy and psychology of education. 2019. No. 3 and Medicine for the study of interconnections between neurons. He claims that mankind will soon understand the biological nature of consciousness [6]. V.A.Kozarenko proposes a memorization system called “Giordano”, which is based on the coding of images and the memorization of sequences of connected associations [2]. Artur Dumchev, LinguaLeo

consultant, was included in the Russian Book of Records for the number of memorization of characters including Pi [1].

The main principles of mnemonics are associations and formation of images. An image is always a reaction of the brain to words that need to be understood. For example, in English the word «кулак» will be - ear, so that the children of the first grade can easily remember it, I suggest that they remember the donkey character Иа, who had big ears from everyone's favorite cartoon about Winnie the Pooh. A similar sound reinforces the image of a donkey with big ears, and then the word associated with it pops up, Иа-ear.

Quite formal mnemonic systems that do not have a logical connection with new information can be used as mnemonic systems, but the most effective are such mnemonic techniques that allow you to link this information with the information already available by establishing strictly logical connections.

There are a huge number of mnemonic systems used for fast and productive memorization.

1. Structuring information. The ability and strength of memorizing new material depends on how quickly and efficiently we can prepare them for storage in long-term memory. Techniques for structuring information include:

- a) semantic division.
- b) Identification of semantic strongholds.
- c) Use of visual images.
- d) Correlation with already known knowledge.

a) semantic division. It is very difficult to memorize a large amount of material, because short-term memory is very small. Usually, any educational material carries several main thoughts and micro-themes. Therefore, when memorizing, it is necessary to highlight the main micro-themes and, according to them, divide the material into parts. Then learn the material piece by piece. This division is conveniently carried out by drawing up "plans for yourself" or flowcharts, which reflect the main thoughts and the connections between them. The structuring of the material is facilitated by relying on external signs: headings, underlined or highlighted key sentences, the beginning of new thoughts from the red line. This method is easy to remember in English as "5W and H" (Who, What, Where, Why, When and How).

b) Identification of semantic strongholds. Semantic strong points are points (elements) of the "plans for yourself" or block diagrams that are being drawn up. As semantic strongholds can be:

- text headings;
- short theses;
- independently invented section names;
- questions;

- schematic drawings;
- examples;
- digital data;
- unfamiliar terms (words).

The number of semantic reference points should not exceed the amount of short-term memory - 7 ± 2 units. It is better if there are 5-7 of them.

c) Use of visual images. The productivity of memorization can be dramatically increased if the meaning of the educational material and the semantic strongholds highlighted in it are reflected using visual images in the form of drawings, diagrams, etc. Such images are characterized by exceptionally high density of information. Each of us is able to develop our own reference signals, expressing a “personal vision” of the educational material. Moreover, one's own visualization is sometimes more beneficial for memorization than the drawings and diagrams offered by a textbook or teacher.

d) Correlation with already known knowledge. An important condition for the great efficiency of memorization is the ratio of memorized information with the data that is already in memory. The English word "goal" - "маккат" itself is remembered after its comparison with the Russian word - "гол". Thus, new data is included in the information structures of long-term memory. To explain is to express the unknown through the known. What needs to be firmly remembered should be considered from different angles, attracting new information for interpretation, the maximum number of concepts and images already in the memory.

2. Rational repetition. When it comes to repetition, many people make the following common mistakes:

- neglect repetition;
- when learning new material, people replace repetition with its repeated perception;
- the error is related to the temporal retry mode.

If it is important to effectively retain information for several days, say, to pass an exam, then it is necessary to repeat it after 15–20 minutes. after studying the material, after 8–9 hours, on the second day, on the 40th day, on the 7th day.

3. Use of semantic inserts. When information is poorly organized logically, most people resort to rote learning. This is both long and tedious. To facilitate the entry into memory of little related information and their subsequent reproduction, the construction of verbal bridges is used. The creation of words and whole sentences from the initial letters of the memorized material is a good means of remembering missing connections in its structure. The effectiveness of semantic links is evidenced by the fact that we all perfectly remember the location of colors in the spectrum of sunlight with the help of the expression: “Every hunter wants to know where the pheasant is sitting.”

4. Purposeful imagination. Imprinting information in bright and vivid visual pictures is another way to increase the strength of memory. Here we are talking about images as close as possible to natural perception. Imagination is a creative psychological process, the products of which can go far beyond reality. It is this trait that provides its great memorized power. The imagination can be trained.

All mnemonic systems rely on the use of visual images and associations. Each of the systems described above has its own separate methods.

Cicero's method. Imagine that you are walking around your room, where everything is familiar to you. Arrange the information that you need to remember mentally as you walk around the room. You can remember the information again by imagining an apartment - everything will be in the places where you placed them during the previous "bypass".

The method of training visual memory is *the Aivazovsky method*. Look at an object or a landscape or a person for 3 seconds, trying to remember in detail, then close your eyes and mentally imagine this object in detail, ask yourself questions about the details of this image, then open your eyes for 1 second, complete the image, close your eyes and try to achieve the brightest possible image of the subject and repeat this several times.

Grouping method. A phone number or bank account number is easier to remember if you group the individual digits of such a number into larger blocks. The same applies, for example, to the list of necessary purchases (for memorization, it is easier to divide them into vegetables, fruits, meat products, bakery products, etc., or into products needed for breakfast, lunch, dinner).

For example, students may have difficulty remembering the letter sequence "NSCFBICICDOD". However, if we break this sequence into the "NSC FBI CIC DOD" groups, then we get the well-known abbreviations (National Security Council, Federal Bureau of Investigation, Commander-in-Chief, Department of Defense, Federal Bureau of Investigation, Commander-in-Chief, Department of Defense), the sequence of which is much easier to remember. In the same way, it is possible to group the studied vocabulary according to thematic, phonological, morphological and other principles to facilitate perception.

Methods of rhyme and rhythm. This example is familiar to children learning numbers. It underlies the counting rhymes, for example: "One, two, three, four, five - the bunny went out for a walk ...", etc. Rhyme serves in this case as a support for groupings carried out thanks to rhythm.

"Hey diddle diddle. The cat and the fiddle..." Can you finish the rest of this nursery rhyme?

The ability to memorize and remember nursery rhymes is often due in part to repetition and in part to rhyming. Rhyming words can be used as a mnemonic to help us learn and recall information.

Sometimes, you can rearrange words or substitute a different word with the same meaning to make them rhyme.

The acronym method (information about what acronyms are can again be obtained in the Dictionary of Foreign Words). The acronym method is a very common technique, which consists in making abbreviations from the first (or first few) letters of words denoting a particular phenomenon or object. Used in the names of many organizations, institutions, etc.: NATO, CIS, etc. Acronyms include the words radar, laser, etc. A similar technique is used when the first letters of the words to be learned make up an easy-to-remember phrase.

Some examples of this technique include “Roy G. Biv” for the colors of the rainbow (red, orange, yellow, green, blue, indigo, violet) and “Please Excuse My Dear Aunt Sally” (PEMDAS) for the order of operations in mathematics (parentheses, exponents, multiplication, division, addition, subtraction). Other examples include “HOMES” to remember the Great Lakes (Huron, Ontario, Michigan, Erie, Superior) and “FANBOYS” for coordinating conjunctions (for, and, nor, but, or, yet, so).

Chain method. When using this method, it is necessary to associate the elements of some list with each other in a chain using mental images that reflect the connections specially invented for each pair of its links. For example, you need to memorize a list of products in a grocery store - coffee, butter, ham, eggs, bread, chicken, cabbage. From the first image that comes to mind, create a surreal mental picture: a chicken is pecking at coffee beans, an egg is in a cabbage, and cabbage leaves are bread, butter, and ham sandwiches.

Let's say you need to remember the number "1850". Then it is necessary to assign a vivid image to each digit in a certain sequence. The number “1” is like a crane, “8” is like an infinity symbol or a cloud, “5” can be associated with a five-story building or a rating of “5” (excellent, first-class), and “0 » looks like a circle, such as a round window. Then we can imagine and remember the following picture: a crane raises its arrow into endless clouds and builds a five-story first-class house with round windows. The famous game "city" also uses the chain principle.

Place method. In preparing their speeches, ancient Greek and Roman orators used special mnemonic techniques. They remembered all the objects located on the road they walked daily in the city (“places”). Then, to each of these places, they “attached” the thesis or argument of the speech. While making a speech, they mentally walked along this road and “picked up” the corresponding element in each place.

The choice of one or another mnemonic depends on the nature of the information that needs to be remember. In addition, this choice is due to the peculiarity of the ethno-mentality of people, who need to be taught a foreign language. We assume that the most effective in teaching a language may be the combination in the process of learning both different types of memory and different mnemonics.

Summarizing, it may be definitely said that the mnemonics occupies a certain part in the set of language acquisition techniques. Our brain uses all available cognitive methods for mastering new knowledge, be it mnemonics or standard memorization. Our opinion boils down to combined use of all available methods, based on the task and the amount of information. Of course, consideration of mnemonics in the paradigm of pedagogy must be present.

The use of mnemonics is designed to increase the motivation to learn foreign languages, as well as to activate the skills of formal reasoning and the student's creative abilities. Mnemonics is an effective learning tool for memorizing information, as well as an important component in the development of language competence in general. The use of various mnemonic techniques provides variety in the lesson, creates a special emotional background, vivid imagery and associativity.

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