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ОНЛАЙН ОКУТУУДА МНЕМОТЕХНИКА ЫКМАСЫН КОЛДОНУУ МЕНЕН АНГЛИС ТИЛИНИН ЛЕКСИКАСЫН АКТИВДЕШТИРҮҮ

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АКТИВИЗАЦИЯ ЛЕКСИКИ АНГЛИЙСКОГО ЯЗЫКА С ИСПОЛЬЗОВАНИЕМ МНЕМОТЕХНИЧЕСКИХ ПРИЕМОВ В ОНЛАЙН ОБУЧЕНИИ

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ENHANCING ENGLISH VOCABULARY USING MNEMONIC TECHNIQUES IN ONLINE LEARNING

Макалада онлайн окутууда мнемотехника ыкмасын колдонуу менен англис тилинин лексикасын активдештирүү жөнүндө маселе талкууланат. Мнемотехника – ой жүгүртүүнүн лексика-семантикалык байланыштарына жана ассоциативдүүлүгүнө таянган жигердүү окутуу технологияларынын бири. Макалада англис сөздөрүн жана сөз айкаштарын кабыл алууга жана түшүнүүгө жардам берген мнемотехниканын ар кандай ыкмалары талкууланат; англис тилин окутуу практикасында мнемотехниканын ыкмаларын колдонуунун мисалдары келтирилген. Менин оюмча, лингвистикалык жана сүйлөө материалдарын өздөштүрүүнүн эффективдүү жолдорунун бири катары мнемотехниканын ыкмаларын деп эсептесе болот. Эс тутумдун негизги касиеттерине жана материалды (сөздөрдү) жаттоо ыкмаларына ээ болгондуктан, биз ар кандай маалыматтарды өз эне тилибизде, орус тилинде жана англис тилдеринде көбөйтө алабыз. ... Адамдын эс тутуму белгилүү бир тандалмачылыгы менен айырмаланып, жаттоонун ийгилиги окуучулардын көңүлүнүн топтолушу жана алардын предметке болгон кызыгуусу сыяктуу факторлор менен байланыштуу. Мнемотехника – бул жаттоону жеңилдеткен атайын ыкмалардын тутуму. Эң көп колдонулган ыкма – бул ассоциативдик түрдө жаттаган түшүнүктөрдүн айланасын уюштуруу. Студенттерди мнемотехниканы колдонуп окутуунун натыйжасында, алар англис тилинин лексикасын жаттап алуунун пайыздык көрсөткүчү жогору болуп, сунушталган методиканын эффективдүүлүгүн пайдалуу деп эсептөөгө мүмкүнчүлүк берет.

Негизги сөздөр; мнемотехника, коддоо, жаттоо, байланыштарды консолидацияллоо, ассоциация, образ, лексика жаттап үйрөнүү.

В статье рассматривается вопрос об эффективности использования мнемотехники для изучения лексики английского языка в онлайн обучении. Мнемотехника – одна из технологий активного обучения, которая опирается на лексико-семантические связи и ассоциативность мышления. В статье рассматриваются различные методы мнемотехники, помогающие воспринимать и воспризводить английские слова и словосочетания; приводятся примеры использования приемов мнемотехники в практике преподвания английского языка. По моему мнению, одним их эффективных способов овладения языковым и речевым материалом можно считать приёмы мнемотехники. Владея основными свойствами памяти и методами запоминания материала, мы можем воспроизводить различную информацию на родном, русском и английских языках. Память человека отличается определённой избирательностью, и успех запоминания связан с такими факторами, как концентрация внимания студентов и его интерес к предмету. Мне-мотехника представляет собой систему специальных приемов, служащих для облегчения запоминания. Наиболее распространенным приёмом является организация ассоциативного поля вокруг запоминаемых понятий. В результате обучения студентов, использующих мнемотехники имеют более высокий процент запоминания англоязычной лексики, что позволяет сделать вывод эффективности предложенной методики.

Ключевые слова; мнемотехника, кодирование, запоминание, закрепление связей, ассоциация, образ, лексика, заучивание наизусть.

In this article discusses the issue of the effectiveness of using mnemonics for learning English vocabulary in online learning. Mnemonics is one of the active learning technologies that relies on lexical and semantic connections and associativity of thinking. In this article discusses various methods of mnemonics that help to perceive and comprehend English words and phrases; examples of the use of techniques of mnemonics in the practice of teaching English are given. In my opinion, one of the most effective ways of mastering linguistic and speech material can be considered the techniques of mnemonics. Possessing the basic properties of memory and methods of memorizing material, we can reproduce various information in our native and foreign languages. Human memory is distinguished by a certain selectivity, and the success of memorization is associated with such factors as the concentration of students' attention and their interest in the subject. Mnemonics is a system of special techniques that facilitate memorization. The most common technique is the organization of the associative field around the memorized concepts. As a result of teaching students using mnemonics, they have a higher percentage of memorization of English vocabulary, which allows us to conclude the effectiveness of the proposed methodology.

Key words: mnemonics, coding, memorization, consolidation of connections, quasi, association, image, vocabulary, rote learning.

…. « *I wasted my time in reading the book, but I didn't understand all the words spoken….or I could not remember it all…»* you may be familiar with these kind of statements…

Why is that?

We need help to develop our brain and improve our memory. Mnemonics, that is, the association of sounds and images, can help students memorize English words more quickly.

The goal is the development of imagination and memory: auditory, visual motor. Tasks: to develop mental activity, intelligence, observation; learn to

highlight the essential features of objects, exercise in finding associations; stimulate creativity.

According to Amiryousefi A. and Saaed K. [2011, 1, 178-182]. Mnemonics is a set of techniques that increase the amount of memory and make it easier to memorize information.

Knowing words from a certain language is usually associated to knowing that language. In different encounters, people have pretended to know a certain language simply basing on the fact that they could say a few words such as greetings, or a few polite expressions like thank you. From a general perspective, it would not be wrong to draw a conclusion that the vocabulary knowledge of a learner directly parallels to how competently he/she knows the language in question. Therefore, concluding that - vocabulary improvement of learners is a critically significant point in their language learning advancement [35, Linse, 2005].

It is an accepted fact by many scholars that vocabulary plays a more important role than the grammar knowledge in communication.

As far as vocabulary is concerned, the method to gain required word knowledge carries value in English language teaching. Presently my research on the field reveal that vocabulary teaching has numerous problems due to the lack of knowledge in introducing or teaching words to students.

Many students complain about rote learning because it does not help them keep words in their long term memories. Besides, it decreases the motivation to learn new items as rote learning is believed to be a dull activity. It has also no positive effect in producing creativity and problem-solving skill [Y.C. Cheung, 75, 2000].

From this point forth, this paper aims to show meaningful differences between the «rote» and the «mnemonic» learning techniques.

«With the aid of mnemonic, students are able to learn the required words in a short time.

As observed in the experiment of this study, learners taught by the mnemonic method saved time and remained motivated to learn new entities. Moreover, the mnemonic technique aids learners to recall words when they need them at a later time unlike rote learning. Based on the given points, this study has been performed with the goal of convincing educators to believe that the mnemonic method is an efficient way of teaching vocabulary, which should be applied during the process of second language learning.

Main contributors to mnemonics:

«…Students should carefully exercise their memory, because memory exercises through mnemonics have a great impact not only on learning, but also on all matters of practical life, because the memory of the past makes us smarter for the future» (Plutarch Aristotle).

Currently, in methodological science, you can find various mnemonic techniques:

- Music mnemonics

Songs and jingles can be used as a mnemonic. A common example is how children remember the alphabet by singing the ABCs.

-Expression or word mnemonics

The first letter of each word is combined to form a phrase or sentence – e.g. «Richard of York gave battle in vain» for the colors of the rainbow [Y.C. Cheung, 89, 2000].

-Model mnemonics

A model is used to help recall information. Applications of this method involve the use of diagrams, cycles, graphs, and flowcharts to help understand or memorize an idea. e.g. cell cycle, pie charts, pyramid models.

- Spelling mnemonics

An example is «*i* before *e* except after *c* or when sounding like *a* in *neighbor* and *weigh*".

- The method of associations (pictures, phrases) that are connected with memorized information. The main thing in the formation of associations is the brightness of the image. The brighter the imagination, the easier it is to create connections between them, respectively, the more words you will remember. Associations should be unusual, non-standard, funny, imaginative, unexpected and new [Y.C. Cheung, 45, 2000].

My task is to develop cognitive interest; which neutral, and sometimes interesting information is transformed into personally meaningful knowledge, becomes emotionally colored. Orientation on associative, figurative connections leads to a high-quality assimilation of the lesson material and a longer: often involuntary memorization. By transforming the educational material into the form of a visual, image or comparing it with the already existing knowledge on the principle of associations, mnemonics provides greater consistency and awareness of the assimilation of new knowledge.

English words «passed» not only through logic but also through imagination, emotions, are held in memory more firmly. They are supplied with Russian and Kyrgyz equivalents, which allows the student to focus attention, develop memory and facilitate the reproduction of a specific word.

Techniques for memorizing foreign language vocabulary:

- by contrast (antonyms), for example, black-white (black-white, day-night).

- by similarity (synonyms), for example, furious- (fury) angry.

- by sound, for example, pink-ink (pink ink), cat-fat (fat cat), air –fair (light air).

-by the root of the word, for example, marsh (swamp) - marshal (marshal).

-part - whole, for example, face, nose, mouth ... (face-nose-mouth ...).

Coding.

At this stage, the word is transformed into an image. With tangible things, everything is simple: if you need to remember the apple, then just imagine the apple. However, if you need to present an abstract phrase, then you should choose an image for it yourself. For example, for fear it can be a spider, for pride - an eagle, for courage - a sword, etc. Such images can be created not only for phrases, but also for individual sounds.

Memorization.

Everything is simple here. Remember the images several times and hold them in memory for at least 6 seconds.

Securing links.

You must memorize the word and the image to it, and then within 2-3 days you need to return to these images and remember a certain phrase. This skill helps you memorize words while at work, at home, or even when traveling. That is, wherever only mechanical work is required of you, and the head remains free.

Combining images

Remember that our images are large, colorful, voluminous and detailed. When memorizing, the basic and created images must be in contact with each other. In this case, the new image should be at the top, on the right, or pass through the first image. For example, in the case of a book, you have to present it on the table.

Moreover, the book should not be small, but the same size as the table. Also form an image with a snowman (the snowman is on the right side of the lamp) and with other words. Try to create one connection at a time and keep it in memory for at least 6 seconds. While memorizing, concentrate on the image as much as possible and do not close your eyes. After memorizing all the connections, you should repeat the step and control yourself.

In my lessons, I also use the following mnemonic techniques: - the technique of «logical series of pictures» followed by a problematic question.

This mnemonic technique is used in English lessons when introducing any new lesson material, which helps children to formulate a problem themselves and stimulates their desire to find a solution. For example, when studying the topic «Passive voice", a series of pictures depicting changes in the city that have occurred during the absence of the hero, allows the teacher to improve grammatical skills on this topic. [Atkinson, R. C., 1975,30, 82].

- animation of pictures allows you to present various phenomena in motion, to study such a topic as «Temporary forms of the verb".

The teacher presents a picture of a house, in which, in each window, residents perform some action. With the help of this slide, I practice almost all the tense forms of the English verb in the lesson.

When using mnemonic techniques, the teacher must take into account the fact that it is not recommended to work through a new lesson until the words from this lesson are fixed by the students. In this case, the consolidation of words means the process of forming stable connections between the visual and speech analyzers.

The word perceived by students should automatically conjure up an image in their minds.

The main challenge in learning English is that the person learning English continues to speak their native language most of the time. Mnemonics allows you to shift this «wrong» ratio. Thanks to the fact that new words are in memory, you can think in English for most of the day, mentally pronouncing words, phrases, sentences and dialogues. In order to motivate students, I declared to the students that everybody would be learning the given 20 words in a fun way, without any difficulty and would be able to remember the words for a lifetime.

They all were excited to start the education. Before the experiment, we made sure that the students did not have any difficulty in their everyday lives while communicating in Russian and Kyrgyz.

For each word in the vocabulary sheet I spent about 1, 2 - 5 minutes. After each word, I turned back and asked the previous words to make recalling more effective. While teaching, I made use of pronunciation of the words as much as their visual images. For instance, for the word car, I wanted participants to imagine our Kyrgyz word *кар*.

The overall result portrayed that the experiment group students had achieved superiority over the control group students, which means that the «mnemonic» technique worked relatively better than rote learning.

Comparison of tests: Rote learning: 56% and Mnemonic techniques: 78%. My research was conducted with an aim of investigating the different approaches used by students to learn and teach vocabulary respectively. In the study, particularly two different techniques were focused on: The «Memorisation» technique which is one of the most applied methods in teaching vocabulary and the «Mnemonic» technique, which is thought to produce vocabulary. An experiment was carried out to compare the conventional learning

with mnemonic techniques. Our students were chosen to participate in the experiment. By using of the mnemonic technique students gave better results compared to the rote learning technique.

Conclusion. Personal experience of using memorization of words, coding difficult to memorize grammatical structures in the form of mnemonic images, formulas and schemes allows us to talk about their practical feasibility and effectiveness.

In conclusion, I would like to note the following. The active use of mnemonic techniques in the process of online teaching English is considered as an auxiliary tool. Students develop the ability to think, their creativity and the desire to painstakingly study the material without any difficulties. The basic principles of mnemonics are associations and the formation of images. [Mark Harmon, 56, 2020].

Based on my experience of using various mnemonic techniques, I can note that mnemonics greatly facilitates the process of online language learning. I believe that mnemonics provides long-term memorization, develops speaking skills and understanding of English speech without internal translation into English.

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