Mnemonics Techniques for Teaching English Language

K. Kakharov
Teacher at Fergana State University

Y. Azizov
Master of Fergana State University

ANNOTATION. The article deals with the efficiency of mnemonics application for teaching the English language. Mnemonics is one of active training technologies which rely on lexical and semantic communications and associative thinking. Since ancient times scientists studied properties of memory and offered the ways of simplification the process of storing information by means of various mnemonic techniques.

KEY WORDS: English language, mnemonics, method of associations, mnemo-rhyme, method of a chain, mnemo-cards, acronym, pegword.

The word mnemonic originally comes from '*mnēmonikos'*, an Ancient Greek word that refers to memory. The Ancient Greeks also worshipped Mnemosyne, who is the goddess of memory in Greek mythology. Even today, the term 'mnemonic' is frequently used when we're talking about memory and the study of memory.

A mnemonic is an instructional strategy designed to help students improve their memory of important information. This technique connects new learning to prior knowledge through the use of visual and/or acoustic cues. The basic types of mnemonic strategies rely on the use of key words, rhyming words, or acronyms. Teachers may develop mnemonic strategies or have students come up with their own.

Mnemonics are strategies that can be modified to fit a variety of learning content. This method enhances memory of complex words or ideas and promotes better retention of material to be learned.

Modern psychologists and teachers agree that coding of information by means of images and associations accelerates the process of information storing. We are going to consider various methods of mnemonics helping to perceive and reproduce necessary educational information, including foreign words and phrases:

➢ Associations;

➢ mnemo-rhymes;

➢ method of a chain;

➢ mnemo-cards.

There are also other effective mnemonic techniques, such as:

Pegword — Pegwords refer to a set of rhyming words that are used to stand for numbers. For example, the pegword for "one" is "bun." Pegwords include the following:

one is bun

six is sticks

two is shoe

seven is heaven

three is tree

eight is gate

four is door

nine is vine

five is hive

ten is hen

Keyword — A keyword is a familiar word that sounds similar to the word or idea being taught. The teacher creates an illustration that links the prior and new information in the student's memory. Example: The scientific term for common frogs is *ranidae*. A helpful keyword for *ranidae* might be rain and a teacher could show a picture of frogs hopping in the rain.

Letter — Letter strategies include acronyms and acrostics (or sentence mnemonics). For example, the acronym **HOMES** can be used to help students recall the names of the Great Lakes

H: Huron

O: Ontario

M: Michigan

E: Erie

S: Superior

Acrostic Letter Sentence Mnemonics are similar to acronyms, except students memorize a simple silly sentence instead of a word to trigger their memory. The first letter of each word in the sentence correlates with an important fact they're trying to remember. This is another great way to help students remember several pieces of interconnected information.

For instance, the sentence *Never Eat Sour Watermelon* can help students remember the directions on a compass: **North, East, South, West.** Or else, the sentence *Sara's Hippo Must Eat Oranges* to help students remember the names of the Great Lakes in order of size: **Superior, Huron, Michigan, Erie, Ontario**.

Although they are not a statutory requirement in the national curriculum, mnemonics are still extremely useful at many different stages in a child's learning journey.

Mnemonic devices are a brilliant tool for helping children to learn and retain information effectively. They can be used to reinforce just about any topic. Whenever you have a tricky topic to cover or lots of information for children to remember, you could always try creating your own mnemonic to make things easier. Mnemonics also happen to be a fantastic way for your learners to revise key information and equip children with the knowledge they need to feel confident working in test conditions.

Reference

1. Ellis, N. and Beaton, A. (1993) Factors affecting the learning of foreign language vocabulary: Imagery keyword mediators and phonological shortterm memory. The Quarterly Journal of Experimental Psychology 46 (3) pp.533–558

2. Jensen, E. (1998) Teaching with the Brain in Mind. Virginia, USA: Association for Supervision and Curriculum Development pp.100–102

3. Jiang, N. (2000) Lexical representation and development in a second language. Applied Linguistics 21 (1) pp.47–77

4. Kakharov, K., & Usmonova, M. (2022). Nonverbal Means of Uzbek and English Speech Etiquette. Journal of Ethics and Diversity in International Communication, 2(5), 61-65.

5. Kakharov, K. (2022). NATIONAL AND INTERNATIONAL CHARACTERISTICS OF NONVERBAL MEANS. Gospodarka i Innowacje., 53-58.

6. Kakharova, S. (2022). Speech as a Tool of Pedagogical Activity of the Teachers. American Journal of Social and Humanitarian Research, 3(11), 61-64.

7. Zilola, P. (2022). Realization of Stable Units. American Journal of Social and Humanitarian Research, 3(10), 117-121.

8. Pazilova, Z. (2021). TRADITIONS AS AN INTEGRAL PART OF ETHNOCULTURE. THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука, (9), 689-691.

9. Кахаров, Қ., & Абдусаломова, Г. (2022). ЧЕТ ТИЛИ ЎРГАНИШДА АХБОРОТ ВОСИТАЛАРИНИНГ РОЛИ. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(10), 152-155.

10. Кахарова, М., & Акбарова, М. (2022). ГУРУҲЛАР ИШЛАРИНИ ТАШКИЛЛАШНИНГ ФРОНТАЛ ДАРСЛАРДАН АВЗАЛЛИКЛАРИ. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(10), 165-169.

11. Кахарова, М., & Хайдарова, О. (2022). ЧЕТ ТИЛИ ДАРСЛАРИДА ГУРУҲЛАРДА ИШЛАШ ТЕХНОЛОГИЯЛАРИ. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(10), 170-175.

12. Кахарова, М., & Зохидов, И. (2022). ХОРИЖИЙ ТИЛЛАРНИ ЎРГАНИШДА ҚЎЛЛАНИЛГАН МЕТОДЛАРДА ТЕСТ ТОПШИРИҚЛАРИ ТУРЛАРИНИНГ АҲАМИТЯТИ. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(10), 161-164.

13. Қахаров, Қ., & Усманова, Ф. (2022). ГУРУҲ ИШЛАРИНИ ТАШКИЛЛАШНИНГ ПЕДАГОГИК АСОСЛАРИ. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(10), 156-160.