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*INGLIZ TILI DARSLARIDA MNEMOTEXNIKADAN FOYDALANISH O'QITISH JARAYONINI JADAL  
RIVOJLANTIRISH OMILI SIFATIDA*

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**Annotatsiya.** Mnemonika kerakli ma'lumotlarni yodda saqlash vositasi sifatida umumlashtirilgan xulosani osongina va uzoq vaqt eslab qolishga imkon beradi, agar kerak bo'lsa, umumiyni berilgan ma'lumotlarni mustaqil ravishda yodda saqlash imkonini oshiradi. Dars jarayonida mnemonik usullar foydalanish og'zaki va yozma nutq faoliyat turlarida xatolarga yo'l qo'ymaslik, qiyin so'zlarni to'g'ri talaffuz qilish va ingliz tilidagi murakkab tuzilmalarni tushunish va tarjima qilishdagi qiyinchiliklarni bartaraf etish imkonini beradi. Shuningdek, biz chet tili o'qitish jarayoni nafaqat o'quvchilarni so'zlarni, grammatik tuzilishlarni o'rganish va muhokama qilingan mavzular doirasida gapira olishni o'z ichiga oladi, balki birinchi navbatda ularga tilni qanday o'rganishni o'rgatish, o'quvchilarni xotiraning eng qiyin ishlaridan mustaqil foydalanishga undaydi.

**Kalit so'zlar:** o'qitish, shakllantirish, rivojlantirish, takomillashtirish, usullar, mnemonika, chet tillari.

*ИСПОЛЬЗОВАНИЯ ПРИЁМОВ МНЕМОТЕХНИКИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА КАК  
ФАКТОР ИНТЕНСИФИКАЦИИ РАЗВИТИЕ ОБУЧЕНИЯ*

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**Аннотация.** В данной статье рассматривается использования приёмов мнемотехники на уроках английского языка как фактор интенсификации развитие обучения. Так как мнемоники как средство кодирования и сохранения необходимой информации позволяют легко и надолго запомнить обобщённый вывод, при необходимости развернуть общее до частного, самостоятельно декодировать закодированное. Приёмы мнемотехники, будучи применёнными на практике, позволяют учащимся избегать ошибок в устной и письменной речи, корректно произносить трудные слова, снимать трудности при понимании и переводе сложных сугубо английских языковых структур. Также считаем, что процесс обучения иностранному языку предполагает не только усвоение учащимися слов, но прежде всего ставит целью научить учиться языку, побудить учащихся самостоятельно использовать самую трудную работу памяти.

**Ключевые слова:** обучение, формирование, развитие, совершенствование, приёмы, мнемотехника, иностранные языки.

*USING MNEMONIC TECHNIQUES IN ENGLISH CLASSES AS A FACTOR OF  
INTENSIFICATION DEVELOPMENT OF THE  
TEACHING PROCESS*

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**Annotation.** This article discusses the use of techniques of mnemonics in English lessons as a factor in intensifying the development of learning. As mnemonics as a means of encoding and storing the necessary information allow you to easily and for a long time remember the generalized conclusion, if necessary, expand the general to the private, and independently decode the encoded one. Mnemonic techniques, being put into practice, allow students to avoid mistakes in spoken and written language, correctly pronounce difficult words, and remove

difficulties in understanding and translating complex purely English language structures. We also believe that the process of teaching a foreign language involves not only the students learning words, grammatical constructions and the ability to speak within the framework of the topics covered, but primarily aims to teach them how to learn the language, to encourage students to independently use the most difficult work of memory.

**Key words:** training, formation, development, improvement, methods, mnemonics, foreign languages.

Learning a foreign language is very great. The development of tourism contributes to the fact that students have a greater need for a foreign language. Intercultural relations also require knowledge of a foreign language. At the same time, the practical mastery of a foreign language is becoming an urgent need for wide sections of society.<sup>1</sup> The general pedagogical context creates favorable conditions for differentiating teaching a foreign language, using a flexible system of choosing languages and conditions, and options for studying them. One of these options for using mnemonic techniques in foreign language lessons facilitates the learning process.

In our study, we will reveal how to use mnemonics in teaching a foreign language. The problem of developing and strengthening memory and learning mnemonics has been relevant since ancient times. Even in antiquity, many scientists and philosophers tried to develop their memory,<sup>2</sup> remembering their works with accuracy (Seneca), knowing by name all inhabitants in the city (Themistocles) and so on. Nowadays, this topic attracts the attention of scientists more and more causes a lot of controversy, looks for ways to solve them in order to explore the human brain, because memory is one of the highest mental functions of the brain.

Mnemonics (definition in the new modern memory systems) is an internal writing system based on the direct recording in the brain of the connections between visual images that designate significant elements of the stored information. Mnemonic memorization consists of four stages: coding into images, memorization (connecting two images), memorization of a sequence, and fixing in memory. Mnemonics used to remember non-memorized information. For example, when you need to remember a sequence of two hundred digits, a list of 50-100 phone numbers, a chronological table, a speech plan, a collection of jokes, new foreign words, grammar rules, etc. Mnemonic techniques allow you to accurately reproduce the sequence of information. Therefore, a series of numbers can be reproduced by a mnemonics both in direct and in reverse order. The technical arsenal of modern mnemonics consists of a set of unified memorization techniques that allow you to memorize different information in the same way. The main way of remembering is the method of forming an

association (a bunch of images encoding elements of remembered information). Mnemonics allows you to remember information from a single perception of each element. For example, 100 random words (numbers) can be remembered sequentially with an average interval of 6 seconds. When memorizing academic disciplines (physics, biology, etc.), mnemonics provides a very deep understanding of the material, since memorization methods prescribe creating imaginative vivid illustrations for concepts and definitions. In the modern interpretation, mnemonics means the whole set of techniques and methods of storing information used in a particular system, and the term mnemonics is interpreted as a practical application of the methods defined in this particular mnemonics.

The main techniques:

- ❖ the formation of semantic phrases from the initial letters of memorized information;
- ❖ rhyming;

- ❖ memorizing long terms or foreign words with consonants;

Finding vivid unusual associations (pictures, phrases) that connect with memorized information:

- ▣ Cicero's method of spatial imagination;
- ▣ Ayvazovskiy's method is based on training visual memory;
- ▣ methods of memorizing numbers:
  - patterns;
  - familiar numbers.

#### *Memory strengthening. Mnemotechnical techniques*

Under this promising hat, various recommendations are brought together. Some of them aimed at general strengthening of memory, some - at aiming memorization of a certain text or certain data. Some are associated with intellectual work on memorized information, others with its mechanical memorization, and others with all of the above. Something will require you to spend time on special preliminary training of workers in the "associative" ranks, something only works when you read or listen to the material directly. All these methods and techniques have only one thing in common: they can significantly strengthen the memorization and assimilation of any information.

#### *Mechanical note*

With all conceivable tricks, there are things that are easiest to remember mechanically, with cramming. They in no case include pieces of interconnected information, and even rows of information not related to each other (the best example of which is the phone book). Such things include only single elements of information that cannot be linked into the system with others that you already know (for example, a separate phone or password). In this case, it remains to memorize. However, this should be done with good sense. Of course, the main thing in cramming is repetition. But which one? In no case should you ponder the meaning of the memorized. You need to repeat it as many times as possible in a row (and then several cycles over several days) out loud, like a spell in a foreign language, until it "imprints" into your brain purely phonetically. Then you can further comprehend, it will not hurt anything. The clergy of the early middle Ages thus - purely phonetically - memorized huge texts in Latin, incomprehensible to him by his ignorance.

Memorization is best if you pick up a musical phrase or chord that fits well into a memorable phrase or sentence. If you do not speak, but sing the memorized, it will "grasp" much faster and will last longer.

#### *For reading experience*

Repetition is the quintessence of the rules in this regard. Information must be repeated immediately after reading it (since otherwise, the first time after the perception of information is its greatest loss). Five to six repetitions is enough for the material to sit firmly in the head (or at least tightly). The intervals between repetitions must be lengthened over time. For example, if you repeat the section of the textbook before the exam and you have been given a week to prepare, then the exemplary repetition mode will be like this.<sup>1</sup>

The first day - two repetitions, the second - one, the third - a pass, the fourth - one, the fifth - the sixth - a pass, the seventh - one or two. Omissions are required for the subconscious, i.e. the most durable, assimilation and assimilation of material.

This method is designed for a measured repetition of information with which you have at least in some, even the most general form, have already met for a semester.

When making emergency preparations for an exam related to memorizing information that is completely unknown to you (due to your unacceptable idleness), a slightly different mode is recommended: a fluent repetition immediately after reading, then after 20 minutes, then after 8 and finally after 24 hours.<sup>1</sup> The effect will act after the last

repetition rather strongly, but not for long - no more than one - two days. Thus, this technique should only be used in high-speed preparation for exams, tests, colloquiums, etc.

#### *Four-step method*

This method of memorization is based on replenishment of already acquired information by speaking, repeating information again and again.

**The first step** is basic thoughts. At the first reading, it is necessary to highlight the main idea of the text, find the connection between its sections and combine them into a single whole.

**The second step** is a careful reading of the text. It is necessary to read the text very carefully, delving into the details that need to be connected with other thoughts. In this case, it is necessary to repeat the whole scheme of these thoughts in their connection.

**The third step** is an overview. Now we look through the text in the opposite direction from end to beginning. At this time, you need to comprehend and repeat the same connections, examining them in more detail, mentally asking yourself questions and answering them, checking the answers in the text. With the help of such a technique, information will be firmly deposited in the head.

**The fourth step** is debugging. Repetition of material without text, from memory, and, moreover, following from one to another according to the pattern that you learned during this time and recalling the details. It should be repeated articulating aloud.

This method will help to firmly fix the material. This is one of the most effective methods that psychologists recommend for accurate memorization of material.

The further students move along the path of mastering a foreign language, the more and more complex grammatical phenomena, often without analogues in their native language, they encounter.

Considering grammar as a mechanism of the language, we believe that at a certain stage of training, the practical application of the passed grammatical structures that are characteristic of the English language and have no analogues in the mother tongue, is an obstacle on the path to correct foreign language speech.

To make it easier for students to master individual speech operations, we came up with mnemonic formulas and schemes that make it easy to remember a particular grammatical feature.

These formulas derived in the lesson together with students when introducing a grammatical topic by analyzing the construction mechanism of a particular construction.

We are deeply convinced that the most effective strategy for learning a foreign language is to actively search for its regularities. I see my task as a teacher in not only and not so much getting students to learn the rules, but also teaching them to make their own comparisons, observations and conclusions.

Therefore, for example, when introducing the Complex Object with The Infinitive Construction design, which is unusual for the native language, using the example of a proposal written on a blackboard, we, together with the students, parse it into elements they already know:

**Parents want us to study well**

=

**Subject + Verb + Object Infinitive**

The abbreviation SVOI-sought “formula” is derived from the initial letters of the structural elements, which is written in the student’s dictionary in the following form:

Complex Object-With-The Infinitive Construction: SVOI (Cases of using the infinitive without the “to” particle - the so-called “bare infinitive” - are considered as a special case of the derived formula and are worked out together with the corresponding verbs that require memorization and activation in speech at the level of mechanical memorization, supported by the logic of the derived formula.)

When mastering the Complex Object with The Participle I Construction topic, the students themselves introduce the SVOP change that is logically justified during the analysis into the already familiar SVOI formula. Need (interest) - motivation-attention-concentration-organization.

Stages of work on this method.

1. When reading a text, systematize its content into sections.
2. Select the main keyword for each section, fasten it to the keywords selected in the same way for the phrases to be remembered (from your point of view).
3. A very important stage! Scroll the link several times immediately: the keywords node - the entire section corresponding to it - again the node. Here you can even look into the textbook for auto-correction.
4. Mentally, but at first it’s better to write, make up the entire sequence of keywords. Adjust and make sense of its internal relationship (i.e., identify and understand the relationship between each adjacent keywords and increase the corresponding interconnected segment with the following keywords until it covers the entire sequence). Repeat each individual relationship and the entire chain of relationships until you remember it firmly. Repeat, comprehend and learn this sequence as a separate whole.
5. Formulate a question for each keyword that relates it to the corresponding phrase / section. Repeat this relationship again several times, collapsing and expanding the information, but this time - along with the entire sequence, moving from its beginning to the end.
6. The stage is optional. In order to maximize the fastening of the material, do the same in an accelerated and simplified form, but from end to beginning.

Scientists psychologists involved in memory problems have developed a well-known formula for the process of memorization: If we assume that the need (and maybe someone has an interest!) Is determined by the curriculum, motivation - by parents or the desire for good grades, then attracting students to the topic studied, focusing it on the problem and optimal organization of the necessary information - these are tasks the solution of which remains with the teacher.<sup>1</sup>

In training, of course, you should create the very basic series with which links you will then associate information.

This series may be anything; it is only important that both its elements and their sequence are natural, obvious for you, and instantly representable both individually and together. Below we describe a sample of this series, recommended in most manuals on mnemonics.

However, it should be borne in mind that you can choose for yourself more effective and not requiring (unlike typical) additional memorization of individual samples.

Our experience in using coding of grammatical structures difficult to remember in the form of mnemonic images, formulas and schemes allows us to talk about their practical expediency and effectiveness.

Mnemonics as a means of encoding and storing the necessary information allow



you to easily and for a long time remember the generalized conclusion, if necessary, expand the general to the private, and independently decode the encoded one.

All the techniques of mnemonics described here, being applied in practice, allowed students to avoid mistakes in spoken and written language, correctly pronounce difficult words, and remove difficulties in understanding and translating complex purely English language structures.

We also believe that the process of teaching a foreign language involves not only students learning words, grammatical constructions and the ability to speak within the topics covered, but primarily aims to teach them how to learn the language, to encourage students to independently use, including the principles of creating mnemonics described here as external reference points facilitating reproduction - the most difficult work of memory.