



USE OF MNEMONITECHNICS AND KEYWORDS IN LEARNING VOCABULARY OF FOREIGN LANGUAGES

Iskandar Sattibaev

An Independent researcher at Andijan State University (Uzbekistan)

Article history:	Abstract:
Received: 3 rd April 2021 Accepted: 24 th April 2021 Published: 8 th May 2021	The article addresses the issue of learning lexical materials of foreign languages, namely those of English in the light of mnemonic techniques. Along with general description of mnemonics the authors speculates about the benefits of "key-word" method of mnemonics.
Keywords: Mnemonics, memory, key-word method, association, recalling, active vocabulary, passive vocabulary.	

It is no secret that in the process of learning foreign languages, learners need to master a large amount of new lexical material. This is true of any foreign language learning process. This poses two main problems for foreign language learners. First, they have to master a significant amount of lexical units over a limited period of time. The next challenge is to transfer the learned lexical material from the passive vocabulary to the active one, ensuring that they are stored in memory for a long time [7;35]. Therefore, in order to organize the process of learning and teaching foreign languages properly and effectively, it is expedient to pay attention to the commonalities of human memory and its basic working mechanisms.

Human memory is a very complex structure, and its activity consists of different levels. It directly controls the physiological, psychological, intellectual activities of a person. In this respect, the study carried out by P.P. Blonsky in 1964 proposes a theory, which could be useful for our studies. This is because the classification of these levels of memory reveals the functions of human memory in the didactic process.

According to this classification, the highest level of memory is the lexical-logical memory, which serves to remember thoughts and words. After all, a person generates ideas using linguistic means and remembers them by arranging them in a logical chain.

Figurative memory is based on a set of events that are formed in the human imagination or experienced during his life. Examples include memories of individuals, bodies, sounds, and experiences.

Emotional memory is a type of memory that is based on the emotional feelings that a person has experienced or is experiencing. Depending on one's state of mind and mental state, one can recall experiences such as joy, sadness, anger, and sadness over and over again, and each time feel as if something new has happened.

One of the most noticeable levels of memory is action memory. The physical movements that a person performs over and over throughout his life form this type of memory in him. Examples include activities such as swimming, cycling, and running. [6;163]

The memory levels discussed above serve to control and manage the overall life activities of individuals. Importantly, although each of them has important functions, they serve to form a common layer of internal memory of the human mind on the basis of mutual understanding. In other words, although a person's memory is nourished throughout his life by the various "streams" of memory described above, these streams accumulate and form the basis for the formation of a common layer of memory in man.

Joshua Foyer, a well-known expert in the field of memory and its development, argues that rather than memorizing the material studied in the form of simple text or sound, a person adapts this information to his imagination, mental experiences or actions. This method gives a much better effect. According to his example, it is much easier for a person to recall and narrate a feature film than to watch a memorized text from a book. The reason for this is very simple: when a person watches a feature film on the screen, he perceives the textual information in it, mixing the image, sound and the film with the emotions / emotional experiences that it evokes. As a result, when information about a movie is revealed, the flow of emotions and perceptions that arise in the process of watching it is renewed, and they in turn cause other information related to the film to come to life in human memory. [3;205]

The use of mnemonics / mnemonics as a memory-based method in learning foreign languages allows language lexical materials to be organized in an interesting and even enjoyable way by engaging in mental, emotional, and imaginative processes, rather than being repeated mechanically. This method has shown good results in students who are in the early language learning stage, in addition to learning the foreign language being studied effectively and quickly. [5;12] Importantly, mnemonics emphasizes the formation of different emotions and perceptions in the process of learning with the participation of new knowledge being learned from the student. This,

as mentioned above, involves other human emotions in the educational process. As a result, it is much easier to acquire new knowledge and store it in memory.

Mnemonic techniques involve a variety of techniques. They focus on learning knowledge and skills in a variety of fields. However, mnemonics has a keyword method that makes it easy to learn new lexical material in foreign languages. Scholars such as Anari and Sajjadi point out that the use of the keyword method by students in learning new words allows them to transform semantic information from short-term passive knowledge into a long-term active skill. [1;2] It has also been observed that the use of the keyword method of mnemonics has a positive effect on the learning process of students with relatively low levels of learning. [2;31]

When thinking about the importance of the keyword method, it is worthwhile to list the three main factors that shape it. [1;8] 1) Recovery. At this stage, the student finds the melody of a new word in the foreign language being studied in his / her native language or in a word in another well-known language. For example, to learn the English word a dress, the Uzbek "adras" identifies the melody. 2) Finding connections. At this stage, the learner finds a logical-semantic connection between a word in a foreign language and its native speaker. In the example above, a logical connection is established between a dress and a fabric. For example, a dress made of "adras". 3) Restore in memory. In doing so, the learner recalls the necessary information, recalling in his mind the emotional memories he has developed from the first two stages. For example, when you need to remember the word a dress, it recalls the image associated with the Uzbek word "adras" and recalls the desired word based on this association.

If we apply the keyword method of mnemonics to the practice of Uzbek students studying English, there are three main directions:

1) Words that have very similar or similar pronunciations in English and Uzbek. Interestingly, such words were not translated from English into Uzbek or from Uzbek into English as derivations. Due to the similarity of pronunciation and meaning of words, the learner can easily master them. All you have to do is make a list of these words in both languages. It is best to make a list of such words that you encounter while learning English. 4[105] The following are examples of words that are synonymous and sound the same in English and Uzbek:

English - Uzbek
daddy - dada
candle - qandil
candy - qand
chop - chop
pistachio - pista

2) The second direction of the keyword method is the acquisition of Uzbek words from foreign languages, in particular from English. Since these words come into Uzbek mainly from English, they have very similar or the same pronunciation in both languages and have the same meaning. Due to the changes and processes taking place in the world in the social, economic and scientific spheres, the number of words borrowed from English into the Uzbek language is growing. However, due to the similarities mentioned above, studying them is not a problem. Another factor that facilitates the learning process is that these words only apply to a specific area (politics, economics, information technology, etc.) [4;113] If we look at examples:

English - Uzbek
Computer - kompyuter
internet - internet
modem - modem
printer - printer
scanner - skaner

3) The words in the next line are not at all close in meaning. However, they are the same or very close to each other in terms of tone and pronunciation. Although these words have nothing to do with each other, the proximity of their pronunciation makes them very easy to remember. [4;117] It is noteworthy that most of the words that need to be studied in English belong to this area. It is true that the English language does not have a separate list of lexical units that are close to or similar to Uzbek words in terms of melody. However, it is advisable for the learner to create and expand such a list for himself or herself, using his or her creative and exploratory skills in the learning process. Examples:

English - Uzbek
ago (before, before) – egov (file)
call – qo'l (hand)
cause – ko'z (eye)
many – meni (me)
pull – pul (money)

CONCLUSION

Human memory is unique and complex. It plays a huge role in every aspect of our lives without exception. After all, not only a person's mental activity, but also his mental world and physical activity are closely connected with memory. Although human memory is divided into different levels, it is only the combination of these levels that can be used to improve human memory. In other words, a person can achieve high results by interconnecting the memory

channels responsible for physical movement, mental and emotional experiences, logical thinking, and information retrieval.

Since learning a foreign language is unimaginable without the involvement of memory, it is advisable to involve memory in this process in the same way as mentioned above. This, in turn, not only makes it easier to learn a foreign language, but also makes it more interesting and fun.

Mnemonics is a unique way of developing memory, the main task of which is to help a person to acquire new knowledge through the use of various information reception channels and memory levels. The keyword method has a special place in mnemonics, which allows you to quickly and efficiently learn lexical materials related to foreign languages, especially English.

In conclusion, the 21st century is a time of rapid change and rapid development. To be successful in this period, a person must act both quickly and efficiently. Mnemonics and the keyword style in it are a factor in realizing this need. However, it should be noted that mnemonics is not a "magic recipe" that can be used to acquire new knowledge. It takes hard work and creativity on the part of students and teachers to be able to apply it to the learning and learning process.

BIBLIOGRAPHY:

1. F. Anari. *The magic of mnemonics for vocabulary learning of a second language*. International journal of language and linguistics. 2015.
2. R. C. Atkinson. *Mnemonics in second language teaching*. American Psychologist. 1975.
3. J. Foer. *Moonwalking with Einstein: the art and science of remembering everything*. Penguin. 2011.
4. Sattibaev. I. *So'z yodlash sirlari*. Istiqlol Nuri. 2015.
5. Е.А. Калинина. *Использование мнемотехники в раннем обучении английскому языку*. Саратовский государственный университет. 2006.
6. Д. Лапп. *Невероятные возможности вашей памяти*. Санкт-Петербург 2003.
7. М.А. Тихоненко, Е.В. Лазина. *Мнемоника в рамках тностранного (английского) языка*. Перспективы науки и образования. 2018.5.