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## **MNEMONICS AND ITS USAGE IN TEACHING AND LEARNING ENGLISH LANGUAGE**

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### **ABSTRACT**

This study focuses on the development of memory retention, the most difficult and basic approach for learners. The purpose of this study was to find a way to improve memorizing retention after removing all the factors that prevent learners from dismissing data from the mind. The qualification research paper proposes several techniques and methods developed by renowned methodologists and teachers. These techniques and methods reveal mnemonics as a means of improving vocabulary retention for per-intermediate students in the learning centre which the researcher worked with. The subjects ranged in age from 14 to 16 and they are native speakers of Uzbek language. Number of learners in both groups almost the same: control group consists of 13 learners along with another group. In addition, the research paper describes the role of teachers and learners in collaborative language learning, possible obstacles to methods in their implementation, and how to overcome problems encountered. This study proposes strategies and sample activities for improving memory retention based on the experience and data collected. In addition, the qualification form shows the criteria for students taught in co-operative learning. Therefore, this paper consists of an introduction, a literature review, methods that describe the objectives of experiments and experiments, and discussions that disclose the results and results of the experiments. When reading a study, keep in mind that the improvement of remembering foreign words through mnemonics is a very broad subject and researchers have narrowed it down to make it easier for the reader to read.

### **KEYWORDS**

Mnemonics, memory retention, vocabulary retention, co-operative learning.

### **INTRODUCTION**

On December 10, 2012 the first President of the Republic of Uzbekistan Islam Karimov signed Presidential Decree No 1875 'On measures to further improve foreign language learning system in order to enhance teaching and learning foreign languages in all educational directions in Uzbekistan'. Knowledge about words is always connected with the knowledge of the language. People coming from different encounters have feigned to acknowledge a certain language according to the fact that they were able to say a few words, such as greetings or the expressions like thank you. From the general point of view, it would be certainly wrong to jump to conclusions when paralleling the knowledge of a language learner to how much vocabulary she/he knows in question. That's why, The improvement in vocabulary is considered the most significant element in the students' language journey (Linse, 2005). Knowing the vocabulary enough to communicate with others enables the learner to feel free and comfortable. The reason why The curriculum of ESL/EFL are based on the vocabulary range. On the other hand, In most cases, Opinions are divided when it comes to considering the ability in memorizing the sequence of words to be the most significant element of language learning. By far the biggest challenge which is faced by learners who are on the journey of language learning is the necessity to memorize a range of vocabulary. Learners frequently tend to be disheartened, if the text comprises many words which mean that they could struggle to memorize without any familiar information and words these features would encourage the learners to keep up with that memorization process. There have been some arguments by researchers to develop the skills related to linguistics; Learners should have a particular vocabulary threshold. According to the research, it has been demonstrated to have a fierce bond between

vocabulary and reading comprehension and it has led to the idea that knowledge of vocabulary is significant for not only reading comprehension but also the boost of fluency, solely in one condition, which would be in the long-term period. All approaches toward effective language learning can be achieved with the help of mnemonics which are special techniques designed to improve memory. After reading a variety of articles and watching some contests, regarding mnemonics, the researcher found it interesting. Then quickly she began learning about mnemonics and how it can be utilized in teaching and learning a foreign language. Take an example of the TV channel in Russia that launched the memory tournament regarding mnemonics. The eventual tournament champion, Davronbek Turdiyev, memorized the order of a pack of numbers in 26.37 seconds in comparison with other competitors who demonstrated their impressive feats in the procedure of memorization. And, this led her to ask some questions. For example, if mnemonic approaches encourage people to learn and memorize swiftly, why do they not become the centre of classroom education? There have been some arguments in drawing swift conclusions about whether it needs to be utilized in the classroom, which means that some reviews are supportive and others have been skeptical. According to results, having limited utility as opposed to other techniques that are used easily and available to a variety of resources, such as spacing. Although mnemonic techniques are underscored as an efficient device for memorizing, they have not taken into account classroom conditions. Now, The researcher will briefly mention why she is writing a research paper on that topic in the following questions.

- Is it possible for mnemonics to work with educationally available material?

- Do those methods boost long-term language learning?
- How much time is required to acquire this strategy?
- How do we apply mnemonics in teaching vocabulary
- How effective are mnemonics in teaching vocabulary?

As mentioned above, some schools of thought claim that acquiring mnemonics is not impossible for education to achieve long-term retention if it works with complex materials and gets support from other techniques. However, there have been a few additional points to bear in mind when analyzing mnemonics for educational purposes. First and foremost, learning mnemonics repeatedly could be a more effective investment rather than acquiring only to utilize once - it is a consumption of your valuable time. Secondly, once all of the students have known the material, then, mnemonics strategies ought to be added to the classroom curriculum as special assistance to recall what they have learned. Ultimately, there have been some positive non-memory side effects of mnemonics; take an example of the upheaval of motivation toward the study. What the researcher means by that, having particular strategies of mnemonics, including acronyms in the study, makes it straightforward for students to remember course content. It has been proven that mnemonics can reduce test anxiety and are considered a faster and more enjoyable approach. Another noteworthy fact is that Mnemonics is not considered a replacement for the process of acquiring knowledge of something according to the studies. It solely allocates a retrieval plan to the students to gain access to what they already knew. The efficient usage and the compatibility of mnemonics in a particular context are by far the most significant factors for the

mentors and students when deciding to utilize them in learning procedures. But, mnemonics is often regarded as a revolutionary learning method, just by glancing at the memory competitors, such as Davronbek Turdiyev etc. Nevertheless, memory competitors spend thousands of hours training a variety of techniques and demonstrating their ability in an environment that is varied from a classroom. Education will not be revolutionized with the help of mnemonics, however, it will be provided with different techniques and compatibility together with other learning methods. Additionally, the effectiveness will be given together with a certain type of materials. It seems to me that knowing when and how to utilize the mnemonic strategies would benefit learners.

### **What are Mnemonics?**

The ancient Greeks developed the basic principles over 1000 years ago, and today these principles are implemented in many different ways, from simple acronyms to memory. From specific ideas to complex strategies that help remember numbers by recording them as exciting words and phrases. Modern Memory Study clearly shows that the mnemonic can be a powerful learning tool in certain situations, such as remembering a list of concrete objects. Most researchers believe that mnemonics improve memory by utilizing naturally occurring storage processes such as visual images, organization, and detailed coding. The term "mnemonic" comes from the Greek phrase Mnemosyne which means to reminisce about a Greek Goddess (Amiryousefi, 2001).

### **How are Mnemonics used in Education Today?**

In Cognitive Psychology, the mnemonic technique is seen as a strategy for in-memory encoding to make it

easier to retrieve new information. Some of the well-studied techniques involve imaging. In an era of verbal mnemonics, Cook believes that (1989), that would be resourceful to use the first letters of a set of words to form an acronym or sentence, or words to compose a story. When learning a set of irrelevant words, the mnemonics of the first letter did not improve performance compared to learning without the special structure. However, if you are learning a set of related words, first character mnemonics improve performance. The sentence mnemonics helped us later remember and recognize concrete noun (Bower and Winzenz 1970). In some studies, the phrase mnemonic helped, but provides a variety of evidence as to which is more effective (Cook 1989). The sentence mnemonic was, is particularly robust against delays of days or weeks (Boltwood and Blick 1970). Character mnemonics improve performance. The sentence mnemonics helped us later remember and recognize concrete nouns.

#### How are Mnemonics used in Education Today?

Many studies have focused on general learning strategies, especially the popularity and teaching of vocabulary. However, there are some studies on mnemonic devices. People focused on the mnemonic device consistently use the mnemonic device to significantly improve the amount of retention of words from the second language vocabulary in immediate and delayed recall compared to other learning strategies. As an example, Raugh and Atkinson (1975) compared keyword methods with various control methods to be told the Spanish vocabulary. Altogether cases, the keyword method proved to be very effective, with a final test score of 88% for the keyword group in one experiment, compared to twenty-eight for the control group. Additionally, Pressly et al. (1981)

children aged 3 to six years learning basic Spanish vocabulary using the keyword method. The results showed that children who used the keyword method remembered more vocabulary than children who weren't taught the keyword method. However, Carlson, Kincaid, Lance, and Hodgson (1976) found significantly better recalls in comparison to the control group within the group trained by the tactic of loci. Another study by Roediger (1980) examined the strategy of loci together with three other well-known mnemonic methods. The results of the study showed that 4,444 altogether four memory groups remembered the list of 20 words better than the control group. The particular usefulness of mnemonic acronyms for remembering the order of things, instead of the identity of the item, may explain the contradictory findings regarding the positive effects of mnemonic acronyms on verbal learning. (Boltwood and Blick, 1970; Gruneberg, 1973; Cook, 1989). For this reason, the provision of acronyms seems a minimum plausible to support learning the right 4486 order of the assorted steps of a procedural task. Second, the provision of acronyms can speed up the execution of assorted steps in procedural tasks.

#### Do Mnemonics Promote Long-Term Learning

If people don't use the right words, communication will be lost. As Allen (1983) points out, the importance of learning vocabulary: Vocabulary problems often interfere with communication. From this point of view, it is easy to infer that teaching vocabulary, as well as learning, is important for providing learners with the most important language skills. Nevertheless, learning vocabulary is a challenging activity for most learners. From idioms to expressions, you need to learn different words. Therefore, the language teacher should use all possible means to store the word in the



student's long-term memory. There are many approaches to teaching vocabulary, but the rest of this chapter focuses on mnemonics and their keyword method.

In order to enhance EFL learners' ability in polishing numerous vocabularies in the English language, Mnemonic strategies come to help. A detailed study of this efficient and practical teaching of mnemonic techniques that can be incorporated into English classes is the main aim of this research. Using mnemonic strategies is one of the most effective approaches to improving pupils' memory retention. To confirm the hypothesis, the research methods, regarding questionnaires for teachers and pupils, pre and post-tests were used. Afterwards, utilizing mnemonic techniques in the studies of learners' perception of the effectiveness of memory retention will also be demonstrated in-depth. Different approaches to the data collection and the way the data are elaborated by the researcher. Based on the above background, the researchers created a study question. They are

- How does the mnemonic strategy affect students' acquisition of
- vocabulary?
- Does the mnemonic strategy have a greater impact on a student's
- vocabulary acquisition than it would without the mnemonic strategy?
- Is it possible for mnemonics to work with educationally available material?
- Do those methods boost long-term language learning?
- How much time is required to acquire this strategy?

- How do we apply mnemonics in teaching vocabulary?
- How effective are mnemonics in teaching vocabulary?
- Based on the above study formulation, the objectives of the study were:
  - Investigate the impact of mnemonic strategies on students' vocabulary acquisition.
  - Investigate the impact of traditional strategies on students' vocabulary acquisition.
  - Find out if the mnemonic strategy has a greater impact on the vocabulary of Students than without the mnemonic strategy.

The results of this study are awaited by several groups.

### 1. Theoretically

The results of this study broaden the educational scope of

vocabulary learning, and the results of thinking could be additional data for

teachers to make a leap in student vocabulary acquisition. ..

### 2. Practical

a. It was hoped that teachers

would be able to provide fun education and learning with vocabulary learning

. The teacher would help students easily use

mnemonic strategies so that it was easier for them to memorize

important vocabulary or information.

b. For Students,

It is hoped that the result of this study could increase student

motivation in learning English, especially vocabulary memorization.

In order to implement this research, the researcher selected two groups of pupils in Cambridge learning centre, located in Tashkent with a mixed level of pre-intermediate and intermediate was taught and observed in the classroom for two weeks. There were 13 pupils in each group. The pupils are all of the same nationality and they are close in age (15-18 years).

### List of pupils (Control group)

Table1.

N#	Name	Age	Gender	Nationality	Language proficiency level
1	Alla Nazarova F.	15	Female	Uzbek	Pre-intermediate
2	Ergasheva D.	17	Female	Uzbek	Pre-intermediate
3	FayziyevaSh.	17	Female	Uzbek	Inter mediate
4	Jabborov A.	18	Male	Uzbek	intermediate
6	Ibodullayeva. K.	17	Female	Uzbek	Pre-intermediate
7	Keldiyoreva S.	!6	Female	Uzbek	Intermediate

### List of pupils (experimental group)

Table 2

N#	Name	Age	Gender	Nationality	Language proficiency level
1	Azizov B .	15	Male	Uzbek	Intermediate
2	Berdikulova M.	17	Female	Uzbek	Pre-intermediate
3	Boxorov N.	18	Male	Uzbek	Pre-intermediate
4	Davronova S.	15	Female	Uzbek	Pre-intermediate
5	Do'stmukhammedov Sh.	17	Male	Uzbek	Intermediate
6	Jo'rayeva B.	18	Female	Uzbek	Intermediate
7	Murodov N.	17	Male	Uzbek	Pre-intermediate
8	Majidova N.	18	Female	Uzbek	Intermediate
9	Nosirova D.	17	Female	Uzbek	Intermediate
10	Turaeva B.	15	Female	Uzbek	Pre-intermediate
11	Toxtamurodova S.	16	Female	Uzbek	Pre-intermediate
12	Holikov T.	16	Male	Uzbek	Intermediate
13	Khudayarov I.	16	Male	Uzbek	Intermediate

Materials for the course were taken from different sources along with including different exercises on

Mnemonics and tests utilized on language teaching course. These materials were used on the purpose of

making the lessons entertaining. Furthermore, there were additional materials to fulfill learners' necessities. To define the main interests of all learners a well-organized questionnaire form was applied to the learners and teachers.

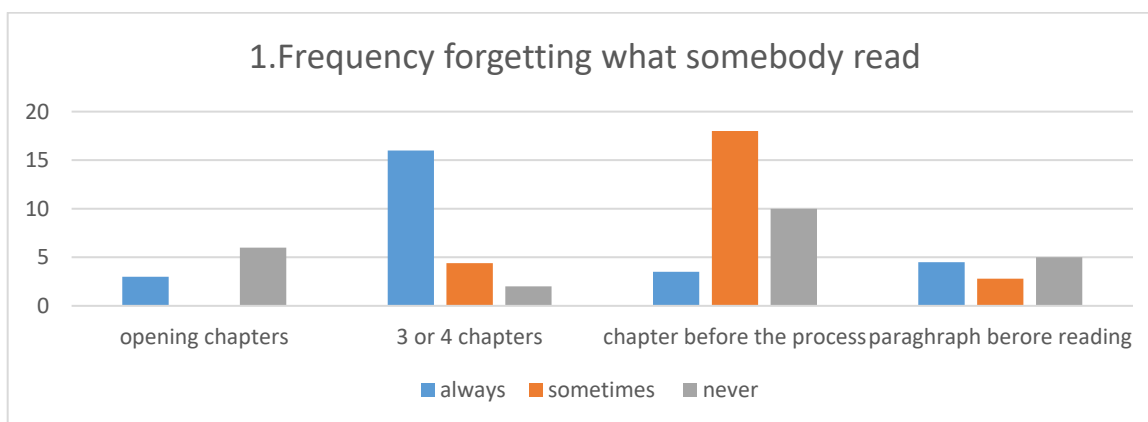
### Variables

The main focus of research is usually on the learner's speaking skills. Differences in learner levels have influenced speaking to some extent. The age of the learner also influenced the study. As experience comes with age, the elders were more experienced on many issues. Learner gender factors were controlled to avoid majority / minority discrepancies. When it comes to grouping, partner work gives students the freedom to choose a partner so they can work comfortably together. However, it was randomly selected in group work. The survey variables are:

- The dependent variable was the development of learners' memory retention, which was the main focus of the study.
- The independent variable was the level of learner and was a different approach to teaching vocabulary.

The analysis begins with a light conversation with the student opening. The question of the meaning of some words will be the focus to take it further about learning vocabulary. Perform a pretest, Respondents either are familiar with the meaning of the word. Afterwards, Treatment begins with a mnemonic adaptation of the prepared word or post-treatment tests are performed to measure all respondents' understanding of respondents.

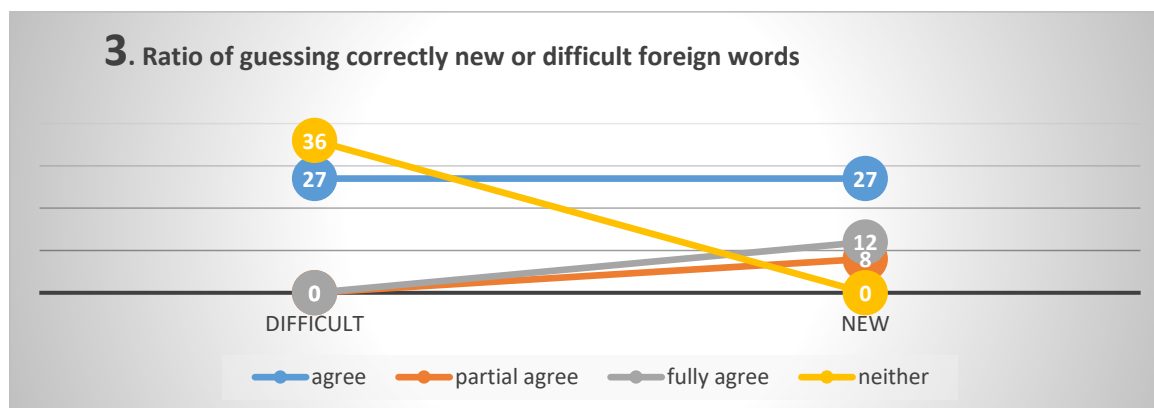
First and foremost, in order to clarify teachers' viewpoints about utilizing mnemonic strategies in the classroom, a questionnaire was conducted by the researcher. Most of the scholars in Tashkent have learned English as one of the foreign content subjects since they were in fundamental academe. Still, it's different from the class for high academe, English is the main subject tutored in the class and it will be evaluated in the public examination. As one of the private knowledge centers, Cambridge learning centre also has English assignments in their class. It's a private knowledge centre located in Tashkent City. Mainly, the language instruction in the English class has not been done bilingual yet. Mainly the instructors educate the scholars in the Uzbek language.





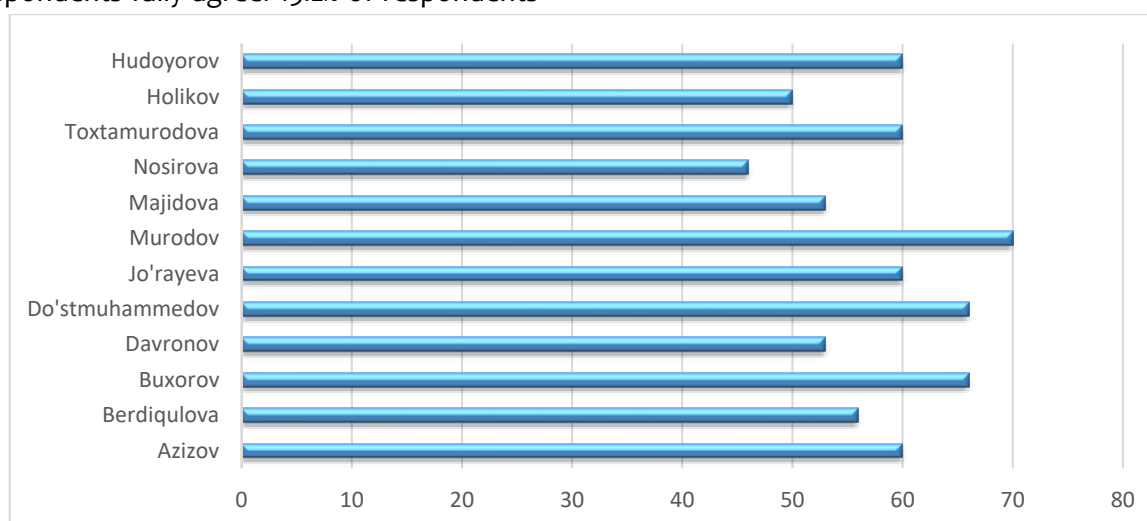
According to the data analyzed, about 18.2% of respondents do not agree that they have difficulty memorizing English words, and even 6.1% do not fully agree with this question. Also, 18.2% of respondents agree, and 3% of respondents fully agree that they have

trouble memorizing English words. However, the majority of students (54.5%) do not agree or disagree with problems memorizing English words. This shows that the majority of students do not agree or disagree with having problems memorizing English words.



In addition, the next statement is to determine whether respondents will guess a new or difficult word in English the first time they encounter it. The highest percentage was 36.4%, with most respondents neither agreeing nor disagreeing. However, 27.3% of respondents agree to guess the word the first time they encounter a new or difficult English word, and 12.1% of respondents fully agree. 15.2% of respondents

disagree, and an additional 9.1% do not fully agree when guessing a new or difficult English word for the first time. When presented with a new or difficult English word for the first time, most respondents clearly guess the meaning of word for the first time , most respondents clearly guess the meaning of the word.



According to Figure 1, there is a great discrepancy in students' memory retention in terms of the ratio of vocabulary that they could memorize. A couple of learners of them have B1 ( Intermediate). Other students have a level of A2 which means ( pre-intermediate).

The focus of the mnemonic strategy is so specific that it is enforced to ameliorate the accession of factors for each assignment. Requires memory. These strategies are not supposed to understand strategies either, strategies to support the hunt for new information. Scholars need to be careful. People trained in mnemonics also excel in appreciation tests Specific content, but generally enforcing a mnemonic strategy makes it easier to remember information that can be applied to appreciation tests. According to Cynthia Simpson, there are several mnemonics in EFL tutoring and literacy, especially strategies used in vocabulary Championships. They're keywords, Peg word, Acrostic, Acronym, Association, and Loci. Refinement of reconstruction. Keywords, keywords and reconstruction. The development of mnemonic strategies has been shown to be effective in numerous studies. Has been shown to be effective for the middle academy and high academy scholars Grounded on compliances and questionnaires given to scholars with learning disabilities and below Experimenters have made some conclusions about its effectiveness when used. Memory Chops in vocabulary tutoring and literacy. The first thing is to identify the impact of using mnemonic ways in learning English words. There are several counter-accusations for using mnemonics when learning English Vocabulary by experimenters. Scholars prefer mnemonic strategies to conventional educational technology. The difference can be seen in Pupil's interest in running mnemonic tests. In addition,

scholars can get better because they learn further English words in mnemonics Score mnemonics and their mnemonics on a vocabulary test after they're blazoned. Vocabulary is also added. The mnemonic fashion is Help them remember the words they're learning. Also, there's still plenty of room for the development of mnemonic strategies. There are no restrictions on creating and applying mnemonic strategies. For further exploration, it is The mnemonic strategy operation can be a new and fresh idea. Or Preceptors need to be apprehensive of the pupil's condition and needs. We must give our scholars a good provocation to learn better. Or Preceptors need to find a stylish tutoring strategy to achieve their pretensions. More learning issues. As mentioned above, the mnemonic strategy contains a variety of methods that can be used to improve the memory of students for educational purposes. To differentiate classroom activities and help young learners learn English vocabulary. In the ESL / EFL class, A huge amount of work is to be done on the mnemonic side. Other types of strategies need to be analyzed and tested in the classroom. The combination of mnemonic methods must be included in the study during the required in order to incorporate the information obtained from the relevant cognitive psychology study into the ESL / EFL discussion. Spreading misunderstandings about mnemonics needs to be removed from people's consciousness. Most teachers insisted that students should remember this or important material for the exam, but the problem is that the teacher doesn't teach them how to do it. Active use of mnemonics has made it possible to do this in an efficient way. Vocabulary acquisition is often regarded as the most difficult element of language learning. But most of the complaints come from people who couldn't remember the words they had already learned. You can solve this

problem by adding a reminder to your classroom. Because these devices are a very convenient way to learn vocabulary and memorize vocabulary. Although its usefulness has been proven many times when it comes to testing the effectiveness of the mnemonic, teachers are advised to show the word in context rather than showing it alone. They all depend primarily on the learner's knowledge and learning style. In short, the conclusions drawn after empirical education enjoy real teaching practices by analyzing the learning situation and strategies of previous learners that will help them move forward in their future career paths. So it was very impressive for the researchers. The current research is entry into future professions as a language teacher, which was a fundamental step in the long-term language education of future researchers. Therefore, researchers took everything seriously and examined and analyzed the necessary and important statements in favor of the empirical educational process.

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