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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**MNEMONIC STRATEGIES FOR THE FORMATION OF
ENGLISH VOCABULARY IN PRIMARY CLASSES*****Madinabonu Abdullayeva****PhD Student**Namangan State Institute of Foreign Languages named after Ishaqhon Ibrat**Namangan, Uzbekistan**E-mail: abdullaevamadina@gmail.com***ABOUT ARTICLE****Key words:** mnemonics, lexical competence, young learners, primary school pupils**Received:** 12.11.24**Accepted:** 14.11.24**Published:** 16.11.24**Abstract:** This article analyzes the effectiveness of using mnemonic methods in teaching English vocabulary to 1st and 2nd-grade pupils. The mnemonic technique, which uses special tools to facilitate memory retention, positively impacts the development of young learners' lexical competence. The article discusses the advantages of this method, its application in the educational process, and its role in shaping students' linguistic skills. Moreover, using mnemonics allows students to improve their knowledge and skills.**Introduction**

Today, it is precise that significant attention is being paid worldwide to research focused on developing students' language learning abilities, enhancing their social communicative skills and sociolinguistic preparedness, determining the level of their lexical competence, and using innovative educational technologies in teaching. In developing students' lexical competence, key indicators such as organizing and planning the educational process effectively, teaching creative thinking in English, enriching vocabulary with precise, accurate, and fluent words, and mastering language proficiency techniques deeply are of great importance (Harmer, 2007).

In methodology, types of speech activities in a foreign language are implemented according to traditional forms of speech abilities. Developing these types of activities in students involves gradually attempting to listen to and comprehend others' speech, respond to questions, ask questions, and express their own thoughts in written form. Engaging in speech

activity, however, requires primary school students to have sufficient vocabulary and lexical competence in the foreign language they are learning (Schmitt, 2000). To develop vocabulary, it is not enough to merely learn new words one after another; the most important aspect is retaining the learned words well.

Indeed, one of the main challenges that complicate the process of learning English is the difficulty in remembering English words (Alqahtani, 2015). This issue is often followed by additional problems such as speaking, listening, writing, and even learning grammar. Various techniques are employed to address these challenges. One of the most effective methods we propose is Mnemonics.

Materials and Methods

Mnemonics is a visual-figurative memory technique built through mental processes, which helps retain words more easily and for a longer period of time (Carney, Levin, & Levin, 1993). It is a technique that helps simplify the memorization of educational material. The use of this method is especially important for primary school students, as they often face difficulties in memorizing foreign language words. Mnemonic techniques help students learn new words more effectively by associating them logically, visually, and through auditory means.

According to the MacMillan English Dictionary, "mnemonic" is a narrower concept: it refers to a sentence or a short rhyme used to help remember something. Mnemotechnic is another name for mnemonics. This term appeared in the mid-19th century, according to the Oxford English Dictionary, and it refers to the capacity or potential of memory.

Additionally, in English, we may encounter the terms "mnemonic techniques," "mnemonic strategies," and "mnemonic devices," which in Russian are referred to as the concept of "mnemonics" or "mnemotechnics." In fact, in most cases, these terms in English are used synonymously as well (Mesherskova, 2012).

Mnemonics is a set of various techniques aimed at facilitating memorization. It often works by creating artificial associations that enhance memory capacity. For primary school students, any new word they start learning in English doesn't initially carry any meaning, making it difficult for them to retain those words in memory. Using associations related to images can aid students' emotional-imagery memory, which is particularly effective for children with a dominant right brain hemisphere, commonly referred to as the "artistic type."

Mnemonics is primarily a system of techniques that improve the memorization process by utilizing visual images and associations (Carney & Levin, 2013). This method is based on utilizing natural human abilities, such as imagination, attention, and thinking.

Mnemonic techniques may include:

1. **Visual mnemonics** – associating words with visual images.
2. **Phonetic mnemonics** – using similarities between sounds.
3. **Associative mnemonics** – linking new words with familiar concepts.

Choosing methods that suit the age of primary school students is crucial because children learn not only through listening but also through visual, tactile, and physical interactions. Mnemonic methods significantly help young learners quickly memorize English vocabulary and apply it in practice. Engaging multiple senses through games, images, and auditory activities enhances students' ability to remember words. For example, when teaching the word "apple," students see a picture of an apple, listen to a short story about it, and learn how to use the word in different contexts. With the help of mnemonic techniques, students not only learn the word but also become ready to use it in real-life conversations.

Mnemonic methods that help expand primary school students' English vocabulary include the following:

- Creating semantic phrases from the first letters of memorized words.
- Forming quasi-words. "Quasi" is a Latin word meaning "as if." Quasi-words are artificial or invented words that do not exist in the language.
- Rhyming. Students are presented with words that rhyme or are similar in form.

Associating with information remembered from real-life activities (images, phrases). The key to forming associations is the vividness of the image. Associations should be unusual, funny, unpredictable, and new. In foreign language learning, the phonetic association method plays a crucial role: selecting consonant words from the native language that resemble those in the foreign language. For example, the following table illustrates English and Uzbek words that, despite having different meanings, resemble each other and can be effectively applied in the mnemonic process (see Table 1):

Table 1

English	Uzbek
Cat-mushuk	Ket-buyruq fe`li-go away
Dog-kuchuk	Dog`-spot
Sun-quyosh	San-ikkinchi shaxs olmoshi (og`zaki nutqda)-you
Car-mashina	Kar-deaf
Eat-yemoq	It-dog
Family-oila	Familiya-surname
Free-bepul	Fri-qovurilgan kartoshka

Phonetically Similar Words with Different Meanings in English and Uzbek

The use of mnemonic techniques in teaching is an effective tool not only for overcoming monotony but also for fostering students' development and expanding their knowledge

(Carney & Levin, 2013). This greatly influences memory development, as it enables young students to not only retain words and phrases in memory but also to apply them in communication. Without a specific "verbal inventory" retained in memory, the use of the language being learned seems impossible. Utilizing mnemonics in teaching is an effective way to overcome monotony while also enhancing students' development and expanding their knowledge. To master a language, one must learn at least two to three thousand words. Using mnemonics helps effectively overcome the challenges of memorizing words and facilitates the unique development of imagination and fantasy related to daily words in English.

The mnemonic technique can be applied in the process of creating associations using various tools to learn words from different topics. One of the most popular methods involves the use of colors (Thornbury, 2012). For this purpose, colored pencils or Cuisenaire Rods (wooden rods) are suitable. For example, in a lesson to reinforce the lexical unit "bad," we can show students a white rod, conditionally coding it as "good," and then show a black rod to evoke a contrasting association of "bad" in their minds. (If "white" is "good," then "black" is understood as "bad.")

Similarly, many other lexical units that lead to direct associations or are coded together can be introduced and practiced:

- Temperature: red-hot, blue-cold (red - hot, blue - cold);
- Seasons: white-winter, light green-spring, green-summer, yellow-autumn (white - winter, light green - spring, green - summer, yellow - autumn);
- Fruits: yellow-banana, orange-orange, violet-plum, green-grapes, red-apple (yellow - banana, orange - orange, violet - plum, green - grapes, red - apple), and so on.

Furthermore, mnemonics are system-based mnemonic techniques and various tools that affect the mental processes of young schoolchildren, which later help them to permanently remember information in a foreign language. Based on the above, it can be said that mnemonic methods used to expand vocabulary include associations, rhymes, unusual contexts, the method of loci, and others. There are already specific mnemonic techniques designed to enrich the vocabulary of primary school students, which are aimed at evoking associations and activating the imaginative and emotional sphere of the learner: animating the text, using special mnemonic phrases, and providing stimuli (color, shape). All of these, first of all, are vivid and unusual, and secondly, they make new information more personal and easier to digest, which in turn allows for the retention of foreign language vocabulary for a long time.

Results and Discussions

The mnemonic method offers several key advantages: One of the most significant advantages of mnemonic techniques is their ability to improve memory retention. Mnemonics help students remember new vocabulary by creating strong mental associations, making it easier to store and retrieve information. This is particularly beneficial when learning foreign languages or complex subjects where the volume of new words or concepts can be overwhelming. For young learners, who may struggle with abstract memorization, mnemonics serve as a scaffold that simplifies the cognitive process. Associating new words with visual images, sounds, or even stories provide a more meaningful context for the learner, helping them absorb and recall information more quickly.

Traditional rote memorization techniques can be tedious, particularly for young children. Mnemonics, by contrast, transform learning into a more engaging and enjoyable process. The use of images, rhymes, songs, or even physical movements to link new information to something familiar taps into children's natural curiosity and playfulness. This game-like approach to learning makes lessons more dynamic and interactive, encouraging students to stay motivated and participate actively. This engagement fosters a positive learning environment where students feel more enthusiastic about acquiring new knowledge. Furthermore, children tend to be more motivated to learn when the process is enjoyable, reducing anxiety and making learning less of a chore.

Mnemonics don't just help with memorization; they also stimulate students' creative and associative thinking skills. By making connections between seemingly unrelated concepts (e.g., linking a new word with a familiar object or experience), students are encouraged to think outside the box. This promotes cognitive flexibility, a key skill in problem-solving and critical thinking. Mnemonics also enhance associative learning, as students learn to link new information with pre-existing knowledge, creating a more integrated understanding of subjects. This creative process is crucial in developing more holistic thinking and aids in future learning endeavors, as students become better equipped to generate their own learning strategies.

Mnemonics often involve more than just auditory or visual cues. By incorporating multiple senses (such as sight, sound, and touch), mnemonics provide a rich, multi-sensory experience that deepens the learning process. For example, pairing a visual image with a word, then adding a rhyme or physical movement, helps solidify the connection in a student's memory. This multi-modal approach aligns with the idea that different students have different learning styles, and by engaging multiple senses, mnemonics can cater to a wider range of

learners. This not only increases the likelihood of retaining information but also allows for deeper cognitive processing.

Mnemonics also help bridge the gap between short-term and long-term memory. Typically, when students learn something new, it first enters short-term memory, but without reinforcement, it can quickly be forgotten. Mnemonic devices help create stronger cognitive links, allowing information to move into long-term memory more effectively. This long-term retention is particularly important for young learners, who need to build foundational knowledge they will rely on for years to come. By helping students retain information over time, mnemonics reduce the need for constant repetition and re-learning, saving time and effort.

Despite its benefits, there are some limitations to the mnemonic method. While mnemonics can be highly effective for some students, they may not work equally well for everyone. Children have diverse cognitive styles, and some may find it difficult to engage with mnemonic techniques (Carney & Levin, 2013). For example, students who are more analytical may prefer more structured, logical approaches to learning rather than associating new information with abstract or creative links. Teachers need to be aware of these individual differences and avoid assuming that one method fits all. For students who struggle with abstract thinking, mnemonic techniques might confuse rather than clarify the material.

One potential downside of mnemonics is the risk of over-simplifying complex material. Mnemonics often focus on creating a simple association that may not capture the full depth or nuance of the information being learned. For instance, while mnemonics can help students remember vocabulary, they may not contribute to a deeper understanding of how to use the words in context or grasp their more subtle meanings. In some cases, the mnemonic may only serve as a surface-level memory aid, and the student may need further instruction to develop a comprehensive understanding of the subject.

Another limitation is the danger of students becoming too reliant on mnemonic techniques, particularly when the method is overused. While mnemonics can be a powerful tool for memorization, they are not a substitute for deep learning or critical thinking. Students might become accustomed to memorizing facts through mnemonics without truly understanding the material. In the long run, this could lead to shallow learning, where students can recall information but struggle to apply it in more complex situations. Teachers should ensure that mnemonics are used in combination with other pedagogical methods that promote understanding, analysis, and critical thinking.

Developing effective mnemonic devices can be time-consuming for teachers. It requires creativity and careful planning to create associations that resonate with students and are easy

to remember. Particularly in large classrooms or schools with limited resources, it might be challenging for teachers to tailor mnemonic strategies for individual students or small groups. This can become a constraint in terms of lesson planning and delivery. Furthermore, the mnemonic techniques must be regularly reviewed and updated to ensure they remain relevant and effective as students' progress in their learning journey. While mnemonics are highly effective for memorizing vocabulary or factual information, they may not be suitable for more abstract concepts or higher-level cognitive tasks (Carney & Levin, 2013). Subjects that require deep comprehension, such as literature analysis or critical thinking in mathematics, may not benefit as much from mnemonic techniques. In such cases, relying on mnemonic methods might oversimplify or misrepresent the material. Teachers need to be mindful of when and where to use mnemonics, ensuring they are applied to the appropriate content and combined with other learning strategies.

Conclusion

It is concluded that the use of mnemonic techniques in teaching English vocabulary to 1st and 2nd-grade students enhances the effectiveness of the educational process. This method not only increases students' interest but also helps expand their vocabulary and improve long-term retention. Teachers can integrate this method into their teaching practices to effectively develop students' lexical competence.

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