

MNEMOTECHNICS: EXERCISES FOR MEMORY AND CONCENTRATION FOR PRESCHOOLERS

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ABSTRACT

The purpose of the article is to select and describe the simplest and most effective mnemotechnic methods used in teaching phonetics, vocabulary, grammar, and speech skills at the initial stage of learning a foreign language. The most effective methods, according to the author, are those that provide high quality knowledge and develop mental and creative abilities and cognitive activity of students. At the stage of developing phonetic skills, these include: letter, colour and sound associations as well as rhyming words.

Keywords: Mnemonics, methods, children, actions, abilities, preschool, speech.

АННОТАЦИЯ

Цель статьи – выбрать и описать наиболее простые и эффективные мнемотехнические приемы, используемые при обучении фонетике, лексике, грамматике, речевым навыкам на начальном этапе изучения иностранного языка. Наиболее эффективными методами, по мнению автора, являются те, которые обеспечивают получение качественных знаний и развивают мыслительно-творческие способности и познавательную активность учащихся. На этапе развития фонетических навыков к ним относятся: буквенные, цветовые и звуковые ассоциации, а также рифмующиеся слова.

Ключевые слова: Мнемотехника, приемы, дети, действия, умения, дошкольник, речь.

INTRODUCTION

In preschool children, visual memory is mainly developed, rarely auditory. Therefore, in kindergartens, all work is based on visibility. Better to see once than hear a hundred times. Modern children live in a huge flow of information, where live communication is replaced by communication with a computer and TV, tablet or phone. Therefore, the development of speech is becoming an increasingly urgent problem. The development of coherent speech, including dialogic and monologue, is the most important condition for quality education at school. Unfortunately, teachers in kindergarten often face speech problems in children.

LITERATURE REVIEW.

According to the results of diagnostics, 7% of preschoolers can independently compose a story, 68% - on leading questions, and 25% - do not know how. Also revealed: - monosyllabic speech, consisting only of simple sentences, - inability to construct a sentence grammatically correctly, - poverty of speech, insufficient vocabulary, - inability to coordinate words in a sentence, etc. When retelling, the children experienced difficulties: - they retell fairy tales that they have been read many times well, but they cannot always retell an unfamiliar, just read text; - if there are a lot of characters or events in the text, children can confuse their sequence; - they retell the beginning of the text in detail, but then they often skip actions or events, turn off the ending. Work on the development of coherent speech is carried out in the classroom using various methods and techniques, but in order to solve the above problems, we faced the question of choosing modern, more effective technologies for working with children. In the preschool period, memory in terms of the speed of development is ahead of other abilities of children, because they use the experience they have and previously gained as the foundation for understanding the world around them. The child looks at the picture and remembers where he saw it before. He sees an unusual object and begins to reason, recalling something from his life baggage. Therefore, a special environment should be created in a preschool institution that contributes to the fullest disclosure of the speech capabilities of pupils, using new innovative methods based on the development of speech and memory. Having studied the literature, we came to the conclusion that the most effective means of teaching coherent speech to preschoolers are the techniques of mnemonics. "Mnemotechnics" in Greek means the art of memorization, the technology of memory development. Mnemotechnics is a technique used by teachers and speech therapists in kindergarten. The technique helps them improve children's language and speech using squares and pathways. Mnemonics is a system of methods and techniques that ensure the effective memorization, storage and reproduction of information. Mnemonics uses the natural memory mechanisms of the brain and allows you to fully control the process of storing, storing and recalling information. This is a system of methods and techniques that provides the most effective memorization, preservation and reproduction of information. The essence of mnemonics is that for each word, phrase, sentence, a picture (diagram) is thought up and, looking at the diagrams, the child easily remembers the information, and then easily retells its content. According to the famous psychologist A.N. Leontyev, mnemonics is a powerful pedagogical tool: its internal reserves are unique and diverse. It is accessible and simple, capable of evoking vivid imaginative associations

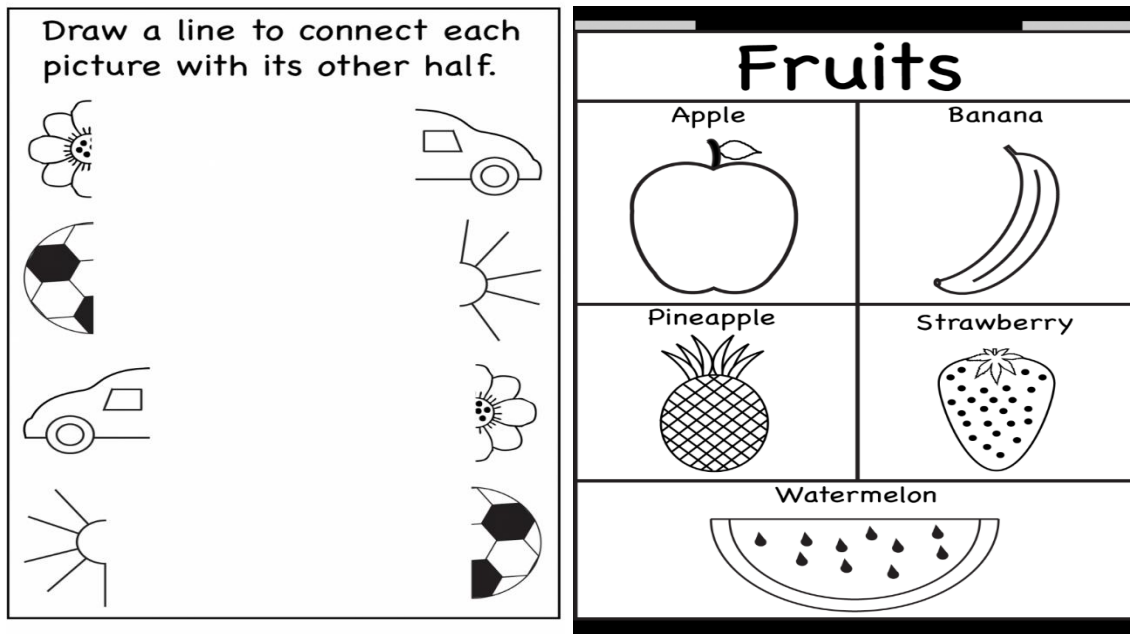
and emotional uplift in students; it turns the learning process from a tedious and boring exercise into an exciting process and reduces the time to study the learning material.¹ Mnemonics helps to simplify the process of direct educational activity for children, they learn in an interesting game form, without mental and emotional overload. The didactic material of mnemonics are mnemonic squares, mnemonic tracks, mnemonic tables, which we use both in the classroom and for memorizing and memorizing proverbs, sayings, poems, riddles. Since ancient times, people have noticed that "it is better to see once than hear a hundred times. "Teach a child some five words unknown to him - he will suffer for a long time and in vain, but connect twenty of the same words with pictures, and he will learn them on the fly". A large place is occupied by the use of mnemonics in preschool age. In order to develop certain skills and abilities in children from a very early age, so-called mnemonic tables (schemes) are introduced into the learning process. In kindergartens, algorithms for the processes of washing, dressing, setting tables, caring for indoor plants, etc. are often used.



Mnemotables are a scheme that contains certain information. The concept of "mnemonic tables" in preschool pedagogy is similar in logic and method of construction to the following concepts: sensory-graphic schemes, subject-schematic models, block-squares, collage, scheme for compiling a story. Methods of mnemonics are very different. For example, the British scientist Jonathan Hancock

¹Leontyev A.N. (1981) The development of higher forms of memorisation. Reader on general psychology. Psychology of Memory, Russia, pp.166-167.

proposes to train memory by using images, pictures and rhymes, creating personal memorable associations, separating words into meaningful parts, composing phrases to spell, or inventing stories². Mnemotables are especially effective when learning poems. To do this, there is a technique "We remember verses by drawing." Its essence lies in the fact that for each word or small phrase a picture (image) is invented; thus, the whole poem is sketched schematically. After that, the child from memory, using a graphic image, reproduces the entire poem.



DISCUSSION

In our work we adhere to the principle “from simple to complex”. We start with mnemonic squares (one picture) - thanks to them, children learn that each object has a name, learn to consider toys, objects, name them and compare. Initially, you need to teach children to use pictures as a support for memorizing individual words by correlating each word with a picture that is most appropriate in meaning. To do this, you can use the following tasks: A word is called, and you need to choose a picture that will help you remember this word. Words: forest, beach, vase, delicious, scary, fun, hot, salty, sour, sea, hello, gold. Then you will be shown a picture, you need to remember the word from it. Gradually we turn to mnemonic tracks (a series of pictures), according to which children make up short stories, and only then we work on mnemonic tables-diagrams (symbolic images). The main thing is to convey a conditionally visual diagram, to depict it in such a way that the drawing is understandable to the child. Mnemonics can be started from an early age, but it is

² Hancock J. (2011) Brilliant memory training. Stop worrying about your memory and start using it - to the full!, Pearson Education Limited, 272 p.

rational to introduce it into classes from 4–5 years old, when the basic vocabulary has been accumulated. There is one lesson per week. In the process of work, children have a pronounced interest in this technique. The most productive stage is the use of mnemonic tables, when children in independent activities tell familiar works or come up with their own stories. During the work on this topic, a series of mnemonic tables was created for poems for the age category of children 4-5 and 6-7 years old on the following lexical topics: "Winter", "Spring", "Summer", "Autumn". Mnemotables-poems can also be used to make homemade books for children. Just cut the already compiled mnemonic table into cells, fasten the successively obtained sheets with a stapler and the baby book is ready! Thus, the educator arouses the child's interest in creativity, in creating their own creative projects. Memorizing numeric information: For this, a ready-made image matrix is prepared in advance.

For example: • 1 - card; • 2 - a glass; • 3 - bird. But it is more efficient to use a graphic image and similarity with other objects to designate numbers. For example:



• 0 - can be designated as a clock, a globe, which have a round outline resembling a given digit.



• 1 - candle, pencil, nail;



• 2 - swan, chess horse; etc.

Systematic work on the formation of coherent speech in children using mnemonics is yielding results. According to the final diagnosis, the number of preschoolers who can retell on their own increased by 49%, and the number of children who could not compose a story decreased by half - they overcame self-doubt, their vocabulary reached a higher level. Mnemonics helps children learn logic, consistency, developing the mental abilities of preschool children, and expanding not only their vocabulary, but also their horizons in general, which is very important for learning at school.

CONCLUSION

In conclusion, we can say that, the use of mnemonics opens up great opportunities for teachers for creativity, both in educational activities and in the joint activities of an adult and a child; enables children to learn complex material quickly

and easily. Classes with the use of mnemonics are always interesting not only for children, but also for the teacher. Through the use of techniques and methods of mnemonics:

- Children have a desire to read and retell texts.
- Children expand their knowledge of the world around them, and their interest in further studying it increases.
- Children begin to build detailed algorithms of statements and correctly formulate their thoughts in the form of a sentence, both in terms of grammar and in terms of speech norms.
- Children begin to use all parts of speech (they make fewer mistakes in their coordination, correctly use prepositions and particles without skipping or replacing them), learn generalizing concepts. Some tasks for the selection of cognate words, synonyms, the formation of complex words become available to them.
- Children develop mental processes and abilities: observation, logical and imaginative thinking, attention, creative imagination, memory, perseverance.
- Fine motor skills improve in children, as children themselves draw graphic diagrams.
- Children learn how to recode information, i.e. transform abstract symbols into images.
- Children overcome shyness, shyness, freely hold themselves in front of the audience during performances.

Thus, mastering the techniques of working with mnemonic tables helps in the development of basic mental processes - memory, attention, figurative thinking, and also reduces the time for teaching coherent speech to preschool children. Mnemonics helps to make the process of memorization simpler, more interesting, and more creative. Mnemotechnics is a useful method for training memory and can be practiced at home by children and adults. All of the above are only certain types of children's activities for the development of speech and memory, but model schemes can also be used in other classes.

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