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## MNEMONIC TECHNIQUES IN THE STUDY OF FOREIGN LANGUAGES AND HISTORICAL DISCIPLINES

*The article is devoted to the use of certain mnemotechnical methods in the educational process in higher education when teaching foreign languages and historical disciplines. Our attention is focused on studying the types and features of memory, the importance of strong memory. Under mnemotechnical methods the authors understand a set of techniques that increase the amount of memory and make it easier to remember information. It is proved that the basis of mnemonic memory is visualization, a kind of figurative note-taking, during which abstract concepts are replaced with those that have a visual, auditory or kinesthetic embodiment in human memory. Personal experience of the authors allows us to conclude that the use of mnemotechnical methods in higher education gives students many advantages. Such methods improve the ability of students to retain a large amount of accurate information in memory, reduce the time when memorizing information, since the process of memorizing information is completely controlled, and fix certain data in long-term memory – what was once recorded in memory is firmly stored for a long time. So, mnemonics is a powerful tool that trains and improves attention and thinking. It allows you to develop creative thinking and motivates students to achieve success and interest in learning a foreign language and historical disciplines, as well as greatly facilitates learning. We are confident that the interest in mnemonics is not currently fading. Moreover, types of mnemonic memory techniques are constantly being improved based on new ideas about the mechanisms of human memory. Now phenomenal memory from the category of miracles goes into the category of ordinary, accessible to everyone memory skills that can be formed, like any other skills.*

*Mnemonics has been used for a long time in many areas. From the point of view of psychology, it has long been studied deeply and seriously (along with such psychological concepts as memory, memorization), but in terms of pedagogy, the question of rational use of mnemonics techniques in teaching at university remains relevant. The authors of the article presented their own experience of using various mnemotechnical methods in higher education, namely: making high-quality notes, the method of linking to well-known information, receiving bright events, the Cicero method, the method of “keywords”, the method of phonetic associations.*

**Key words:** *mnemonics, method of binding to familiar information, reception of bright events, Cicero method, method of “keywords”, method of phonetic associations.*

**Formulation of the problem.** In the context of globalization, the increase in sources and volume of information in the 21st century, memory, along with intellectual abilities, plays an important role in the professional development of the individual, one's development and improvement. It is impossible to imagine a successful, active and responsible person who can think critically, build a plan of action, act decisively, achieve the goal and have weak memory. A professional of the 21st century should use professional vocabulary skilfully, keep in mind important dates and events, a large amount of personal and professional information, and be fluent in a foreign language. So, memorization should be strong and clear.

Memory training starts at the young age and should last a lifetime to maintain brain health. Every day

a person receives new information, analyzes, filters, systematizes, and remembers it. Some information should be remembered, some information remains unclaimed. The person must control all the processes of his memory, manage them to make the processes of knowledge and activity the most effective. Finding the best ways to remember and train your memory will always be relevant.

### **Analysis of recent research and publications.**

Researchers of different times and eras paid attention to the problem of memory development. Many textbooks, monographs, and scientific articles are devoted to this problem. At the present stage, scientists pay attention to the practical application of mnemotechnical methods in the study of various disciplines in secondary and higher education institutions.

So, Z. Boiko offers a list of methods for memorizing geographical objects [4]. O. Beliaieva gives recommendations for better memory retention of foreign language vocabulary [3]. S. Olenets drew attention to the mnemonic techniques that should be used in higher education [9]. However, the study of the problem of memory development for students should be continued, looking for and offering them the most effective techniques and methods to be implemented in the educational process.

**The purpose of the article** is to analyze the use of certain mnemonic techniques in the study of foreign languages and historical disciplines.

**Presenting main material.** Memory is the ability to reproduce past experiences, one of the properties of the nervous system, the ability to store and reproduce information about the external world for a long time, and the mental property of a person to accumulate experience [2]. Thanks to it, the integrity of person's "I" is preserved, the unity of the past and the modern is realized [8].

Researchers allocate different types of memory depending on the object. Motor memory is the memorization, preservation, and reproduction of various movements that are necessary for a person to form and improve labour and sports skills. Auditory memory is memorizing and reproducing of various sounds. It is basic in the learning process and is necessary when studying foreign languages. Its kind is verbal-logical memory, related to thought, words, logic, and proofs. Visual memory helps us to recreate visual images. Along with auditory, it is also basic in the learning process related to imagination. Emotional memory is the memory of experiences, manifested in human relationships; it is a catalyst for learning [2; 8].

According to the duration of information retention, there are short-term, long-term, and operational information. Instant memory allows us to hold a picture of the world and a message immediately after perception. It is a reflection of information by our senses. Short-term memory allows us to save a generalized image of the perceived, its main elements for a short time. Operative memory is designed to store information for a certain time and is determined by the task that is set for a person and is designed to solve this problem. Long-term memory allows us to store information for an unlimited period, it is turned into knowledge; this memory is associated with the processes of thinking and will [2; 8].

Memory is a holistic process that consists of three phases:

- 1) memorization (fixing a certain amount of information, attracting different types of memory);
- 2) saving (in the form of images, messages, knowledge, skills) or forgetting, fading;
- 3) reactivation, visualization (reproduction of the material) [2].

Memorization can be involuntary and arbitrary. Involuntary memorization is performed without a specific goal to remember. It is influenced by the brightness, emotional colour of objects, and interest of the subject. Voluntary effort, purposefulness, repeated repetition and understanding are characteristics of arbitrary behaviour [8]. To remember the material, it must be arranged clearly.

Playback is an indicator of memory strength. Its forms are complete or incomplete recognition and involuntary or arbitrary mention. Forgetting is the opposite of remembering [8]. In order to keep current knowledge longer in memory mnemonics appears.

Mnemonics is a system of means of storing, encoding, reproducing information, and increasing the amount of memory [3; 4]. It is a system of internal writing based on direct recording in the human brain of connections between visual images, which mean important elements of information that must be remembered [10]. Mnemonics began to develop in Ancient Greece, when Pythagoras of Samos in the VI century BC introduced the term "mnemonics" (derived from the name of the mother of nine ancient Greek muses – Mnemosyne). It is believed that the phenomenal memory was possessed by Julius Caesar, Seneca the Elder, Napoleon [3; 4]. Initially, mnemonics was an integral part of rhetoric and was intended for memorizing large texts [10]. In the Middle ages, wandering preachers memorized voluminous sermons to address the population [3].

In the educational process, mnemonics plays an important role, because it helps students to assimilate the material better, using various methods of memory development.

The information you need to remember is divided into three types:

- a) visual (visual images);
- b) language (texts);
- c) exact (historical dates, surnames) [10].

Researchers divide mnemonic techniques into such groups:

1. Techniques that influence the formation of functions of perception, comparison and generalization are grouping of material according to certain criteria (meaning, associations).

2. Techniques that influence the formation of analysis and synthesis functions are a selection of reference points, followed by drawing up a plan, structuring the material.

3. Techniques that affect the abstraction function are schematization, simplification of information that needs to be remembered.

4. A technique that affects the formation of the comparison function is analogy, establishing the similarity of objects and phenomena.

5. A technique that affects the development of speech is transcoding, verbalization, naming.

6. Techniques that are related to the function of representation and comparison are association, completion of the material to be remembered.

7. A technique that affects the development of thinking in general is the serial organization of the material, the establishment of sequences, the distribution of time, volume, ordering in space.

8. A technique that affects the formation of will is a control of information circulation processes [10, p. 4].

Without detracting the complexity of other university subjects, it is necessary to recognize that the study of foreign languages and historical disciplines requires the most time and effort to memorize a lot of information.

Among the common mnemotechnical methods, researchers indicate the technique of "Locci", "keyword method", the technique of composing rhymes, the method of consonance, the method of phonetic associations, the intermediary method, the method of pictograms, the method of binding to known information [4], the abbreviation [7], and many others.

The method of linking to well-known information involves using information that is firmly held in memory to supplement it with new information [4]. This method is useful when storing historical dates. We all know the years of the beginning and end of the First and Second World War, the Russian revolutions, and the Manmade Famines. Before these dates, you can link new ones (plus/minus 100, 50 years). For example, the reform to abolish serfdom in the Russian Empire in 1861 + 50 years = 1911 ("Law on Land Management" by P. Stolypin, the date of his murder). The years of the first Russian revolution (1905–1907), in conjunction with them, you should remember the "Manifesto of October 17" of 1905 on granting the population rights and freedoms; the signing of the peace in Portsmouth on September 5, 1905, which ended the Russian-Japanese war; the Decree of November 9, 1906 is the beginning of the agrarian reform of P. Stolypin; the Russian-Japanese agreement on General political issues of 1907, etc. In addition, each person has a certain set of numbers that one easily remembers (house numbers, apartments, phones, and birthdays of loved ones). Historical dates can also be associated with them: in 96–996 (the consecration of the tithe Church in Kiev), in 1596 (the Brest Union), 1696 (the successful campaign of the left-Bank Cossacks with the Moscow army against the Turkish fortress of Azov), 1896 (the first Olympic games of modern times were held), 1996 (the Constitution of Ukraine).

Bright events can also be used when studying historical events. So, the life path of each person is always filled with interesting events. The biography of a historical character is easier to remember, knowing not only the years of birth and death, and the type of activity that he was engaged in, but also getting acquainted with his achievements, discoveries,

and relationships with other people. So, after a more detailed acquaintance with the biography, Panteleimon Kulish becomes not just a writer and author of the first historical novel "Black Rada", but also a descendant of the Cossack-starshinsky family, editor of the first Ukrainian magazine "Osнова", where he published works by Mark Vovchka, author of the phonetic alphabet "kuleshovka", translator of works by Shakespeare and Byron, a member of the Cyril and Methodius brotherhood. It turns out that the witness at his wedding was Taras Shevchenko, and his wife was Alexandra Belozerskaya (Anna Barvinok), the writer. The story of life, if you pay attention to interesting events, becomes brighter, therefore, it is easier to remember. In addition, the life paths of famous people are often intertwined, which means that learning about one person, gets new facts from the biographies of others.

The "procession" method is widely used in pre-school institutions and schools. It involves the use of diagrams, drawings, collages, and sketches. In higher education, V. Shatalov's educational model of intensive training or its individual elements can be used. It is based on the inclusion in the learning process of reference signals – symbols, signs, keywords and numbers, which are formed in a short summary. Red highlights the main [5]. This summary can be used when teaching historical subjects. The material is divided into blocks consisting of brief summaries, which include the main terms of the topic, the main dates, the names of battles (crossed swords), peace treaties (handshake), uprisings (hearth) and other historical events, logical connections (arrows), the names of historical figures. Students are first introduced to the reference signals. Brief notes are distributed to them before class, they follow the unfolding of events, ask questions, make up their notes in notebooks. Of course, the educational process in high school cannot be limited to memorizing material, rewriting short notes. It should include problematic issues and tasks.

The method of movement is related to the method of mental maps. Mind mapping is the use of flowcharts to represent the structure of a material. In the centre is a key symbol or drawing. Chains of connections are built from the Central object that will reflect the structure of the educational material [9, p. 277]. When studying historical disciplines, students can independently create flowcharts related to the state structure of a country during a certain period of history, the structure of legal, economic, and social systems. This method is also very effective when learning English grammar. With it, even complex grammatical topics can be presented clearly, quickly and clearly for the student. Modern mental maps are able not only to convey the necessary information, but also to influence a student emotionally, that is, to cause him positive emotions and interest in the

subject being studied (in our case, a foreign language and historical disciplines). The method is effective because students first analyze the material, determine its structure, build diagrams, and connect visual memory.

Visual memory works well when students make lecture notes, study articles or textbooks. The ability to make a short and convenient synopsis is a useful skill for a student, since it is not a literal transfer of what is read or listened to, but a reinterpretation of the material, recording it using certain signs, highlighting different colours.

Teachers can offer students the Cornell method (the author is U. Pok). It involves dividing the sheet into three roughly identical fields: two vertically, and the third from the bottom. The lecture is recorded in the right field, and reflection assumes that the main thoughts of the information recorded by the author are recorded in the left field. The lower part of the sheet is used to create summaries, conclusions, and differences between this lecture and others. Reflection should be part of both the classroom session and student's independent work. This allows you to repeat the summary, fix the main points, highlight contradictions, questionable questions, and "white spots" [9, p. 276]. Students should take seriously the preparation of abstracts, abstracts, and develop their own convenient system of abbreviations and notations to allow for faster and more lasting memorization of the material they have read or listened to.

The Roman room method, or Cicero's chain, is a simple and effective method of remembering, based on the connection of information to be remembered with a well-known room and objects in it. Cicero himself memorized large texts, walking around his own house and mentally arranging the key points of his speech in it [9, p. 277] this method of memorizing students can use when preparing scientific conferences, seminars, to feel more confident during a public speech.

In English classes, we also use the Cicero method. Students are asked to remember a pre-prepared list of words that they do not know. Their apartments, offices, and University are chosen as a polygon. They draw themselves an approximate plan of the building that they have chosen and remember the location of everything inside.

To solve the problem of word dispersion, we define a different part of the language for each room or corner of the room. It turns out that there are only verbs in one room, in the other there are only nouns, etc. It helps to turn to the right room immediately to find the right words without going through the entire "building". But within the room, you should move clockwise, and therefore arrange the images in the same way.

Here is an example of using another effective method using mnemonics –keyword method. This

method was first used at the end of the XX century. During this period, Professor G. Atkinson of Stanford University was engaged in a thorough study. He considered the use of associations in the process of teaching a foreign language. The key word was used in the native language, which sounded like some part of a foreign word. Students associate the sound of a foreign word with a keyword in Ukrainian and create a mental image that links the keyword to a foreign translation.

**Conclusions.** In the context of globalization, the flow of information that modern people must work with every day has increased significantly. In order to filter it, students should develop critical thinking. In order to save the necessary information for a long time, they should pay attention to the development of their memory. Without the ability to memorize the necessary information firmly and permanently, it is impossible to imagine a successful person.

Kindergarten teachers and primary school teachers talk more about memory development. However, even in adulthood, you should not forget about mnemonic techniques. In high school, students need to memorize large amounts of information from different subjects. Therefore, they should be introduced to various mnemonic techniques to make the learning process easier, more successful, and effective. First of all, it should be mentioned about taking notes.

Everything read or listened to should be recorded on the sheet in a convenient form for the student to fix the material in memory. It is better to remember them based on well-known numbers. Logical, cause-and-effect relationships are better fixed in memory if they are presented in the form of flowcharts, mental maps. We should not neglect the bright events of the past when studying historical disciplines, so that history does not turn into a dry set of facts for memorizing.

Mastering mnemonic techniques significantly reduces the time for memorizing English vocabulary and grammar rules, helps students study better, consolidate and systematize learning material, and arouses interest to the foreign language, increasing educational motivation.

Memory is an important mental process that ensures the success of an individual in school, career, and personal life.

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### Хорошайло О. С., Яковенко Ю. Л. Мнемотехнічні прийоми під час вивчення іноземних мов та історичних дисциплін

Статтю присвячено питанню використання окремих мнемотехнічних прийомів і методів у навчальному процесі у вищій школі під час викладання іноземних мов та історичних дисциплін. Увагу зосереджено на вивченні видів та особливостей пам'яті, на важливості міцного запам'ятовування. Під мнемотехнічними прийомами автори розуміють сукупність прийомів, які збільшують обсяг пам'яті та полегшують запам'ятовування інформації. Доведено, що в основі мнемонічного запам'ятовування лежить візуалізація – своєрідне образне конспектування, під час якого абстрактні поняття замінюються тими, які мають візуальне, аудіальне або кінестетичне втілення в пам'яті людини. Особистий досвід авторів дає змогу зробити висновок про те, що застосування мнемотехнічних прийомів під час навчання в закладі вищої освіти дає студентам багато переваг. Такі методи покращують здатність студентів утримувати в пам'яті великий обсяг точної інформації, скорочують час на запам'ятовування, оскільки процес запам'ятовування інформації повністю контролюється, закріплюють певні відомості в довготривалій пам'яті (те, що одного разу зафіксувалося в пам'яті, міцно зберігається тривалий час). Отже, мнемотехніка – це потужний інструмент, який тренує та покращує увагу й мислення. Вона дає змогу розвивати творче мислення, формує мотивацію студентів щодо досягнення успіху й інтересу до вивчення іноземної мови та історичних дисциплін, а також значно полегшує навчання. Ми впевнені, що інтерес до мнемотехніки нині не згасає. Більше того, види мнемонічної техніки запам'ятовування постійно вдосконалюються на основі нових уявлень про механізми пам'яті людини. Зараз феноменальна пам'ять із розряду чудес переходить у категорію звичайних, доступних кожному навичок запам'ятовування, які можна сформулювати, як і будь-які інші навички.

Мнемотехніка застосовується давно в багатьох сферах. З позиції психології вона вже досліджена глибоко й серйозно (поряд із такими психологічними поняттями, як пам'ять, запам'ятовування), однак у плані педагогіки актуальним залишається питання раціонального використання прийомів мнемотехніки під час навчання в умовах закладу вищої освіти. Авторі статті висвітлили власний досвід використання різноманітних мнемотехнічних прийомів у вищій школі, а саме: складання якісних конспектів, методу прив'язки до добре знайомої інформації, прийому яскравих подій, методу Цицерона, методу «ключових слів», методу фонетичних асоціацій.

**Ключові слова:** мнемотехніка, метод прив'язки до добре знайомої інформації, прийом яскравих подій, метод Цицерона, метод «ключових слів», метод фонетичних асоціацій.