

Some Opinions about Parameters of Mnemonics

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Abstract Teaching foreign languages is becoming more and more common trend in the world, also on spheres of education. New pedagogical, didactical methods and technics are coming to tutorial process. German teachers and students often express the complexity of German grammar. This is true. With the help of new techniques, we can solve these problems and at least relieve them. The following are some of the problems we have in learning and teaching German grammar and vocabulary and addressing them. Learning and teaching languages as foreign or second language has their own difficulties for Uzbek teachers and also for students. New methods of learning and teaching foreign languages can help to solve these difficulties. One of effective way for foreign language classroom is using mnemonics for teaching foreign grammar and vocabulary. There are some parameters need to be considered in order to integrate mnemonics into a foreign language classroom. This article proposes a theoretical foundation of parameters of mnemonics. Unlike to traditional teaching and learning, modern use of mnemotechniques is considered to have a stronger effect on language learning. At the same time, it becomes the focus of the learning process, not the teacher, but the learner. The lessons will be interesting, effective and it gives opportunity to keep in mind the new information you have learned.

Keywords Language Learner, Mnemonics, Parameter, Foreign Classroom, Information, Data, Interaction, Color, Recoding, Relating, Retrieving

1. Introduction

Language learners expect their foreign language teacher to “deliver” the target language, to transmit their knowledge and skill to them without them having to raise a finger. This is a result of the classic foreign classrooms “teacher-centered” paradigm of learning and teaching.

When the teacher is the main source of knowledge, the learners will be “orbit” around the teacher in an effort to obtain that knowledge. Mnemonic strategies are to help language learners recall information that needs to be remembered in a particular order. Thus we use mnemonics to help learners remember the order of the colors in a rainbow, the order of musical notes on the staff, the order of the planets.

2. Materials and Methods

In order to integrate mnemonics into a foreign language classroom, a number of parameters need to be considered. According to H. Sperber [11], N. Schleicher [10] and K. Higbee [7], these parameters of mnemonics are generally six. They are:

- Interaction;
- Familiarity;
- Livelihood;
- Color;
- Antiquity;
- Creation by the learner.

J. Levin (1983) [9] tried to filter these parameters of mnemonics in the 1980s. He explained that the mnemotechnic had to conform to the 3R rule and explained what 3R is. 3R is an acronym for Recoding, Relating and Retrieving in English. According to Levin, all other parameters depend on it.

3 R: According to Levin, Recoding, Relating, Retrieving are the main parameters of mnemonics. The purpose of the coding is to provide abstract and comprehensive information to better understand, simplify learning, and can also be viewed as a process of refinement. This process is shown as an important parameter in further research. In the process of making concrete, the learner must have a clear idea of what to learn.

When connecting, two or more information are combined for one purpose. When you choose to merge information, the most likely information is recalled. This

process is treated as an interview. Retrieving is a clear call-to-action mechanism for accessing to any information. The components of the call depend on the above components.

Bower outlines the components that facilitate the interaction and interconnection process. For example, the words "Fahrrad: Hund" (a bike / a dog) show that a dog can be imagined or portrayed on a bicycle. The vibrancy is of particular importance, because the picture of a dog riding a bicycle is more interesting for language learners than a dog in front of a bicycle. And this situation helps for visualize the information. From this it can be said that they all have a strong relationship. This means that Recoding can be coaxed and Relation can be described as interactions.

The following parameters are again completely disabled:

Interaction: Interaction is should be used for connecting logical unrelated information. The effect of learning is even greater when these data are interconnected. His theoretical foundations have been studied by Bower. Miller also sought to better cover this topic with his research. He said that "chunking", like others, would expand the branches. For example, chunk can be used to link der Affe / monkey and der Straßenbahn / tram. You have to imagine that a monkey drives a tram.

Concreteness: It is easier to remember specific things than abstract concepts. The more specific the information, the easier it is to remember and accept. Specific things are also easy to visualize and describe, and language learners may not have problems coding such things. Therefore, it is best to clarify the abstract word under study. For example, to describe the meaning of der Traue/mourning, one can imagine or portray a woman in mourning. This is most effective when remembering and retrieving specific information. For this you need to use learning tools such as pictures, movies or models.

H. Sperber teaches methods for learning specific things and abstract concepts. It is best to use images to remember specific information. And abstract concepts can be better remembered by verbalization. In his view, it is more effective way to study abstract information through verbal context and poetry. Sperber's opinion is of particular importance: "... the more specific the information, the easier it is to receive." When you are staying in front of car, its picture or model becomes more abstract than it looks. In concreteness is also important to portray as a painting. Higbee notes that the more vibrant the association is, the stronger it will be to remember. In his view, visual learning is more effective than verbal learning. The language learner should also be aware of how mnemonics can be used.

Livelihood: Livelihood and interaction are also interrelated. It has a positive effect on data retention and helps language learners learn data that has more than one semantic dimension. This means that not only the superficial part of the data is described, the interconnected also semantic meaning. At the same time, the associated

data is remembered as one. Mobility is also important, and the two hemispheres need to be connected.

Familiarity: Using of familiar rhythm allows language learners to remember the data well. As a result, a positive result is guaranteed. For example, the monkey, baby, singer Beyoncé, a drummer, a dancer and a lion recommended by Akkiz Koskun, used to teach articles in German, have shown how familiarity can give effect for foreign language classrooms. The same method can be used to learning a lots number of nouns. Concrete coding of abstract concepts facilitates learning.

According to Nordkämper-Schleicher [10], using rhythm can provide context for what language learners learn. Kox Francis [6] notes in his research the possibility of using the Frère Jacques song for children to teach Dative prepositions. This is what H. Sperber has said. Dating is not just about rhythm. The drawings relate to this, and He explains this based on the logos of the firms.

Colors: Psychologists' research has shown that colors affect the learning process. According to Buzan [1], working on learning materials takes a long time to use colors. Colors are an alternative to understanding, and the information is well absorbed. Colors are especially effective when grouping information. Both authors emphasize the importance of colors, not only in understanding and retaining information, but also in linking them. For example, it is possible to understand the layout of the Dative and Accusative prepositions used in the sentence in two colors. As a result, the language learner will be informed of the order in which they are to be used. It also facilitates the learner's recognition and decision-making process and helps them understand which way to remember. Kanner [8] also considers the amount of color that is another aspect of the use of colors, suggesting that the use of multiple colors undermines its value. You can test this by either remembering 10 marking words in the text or remembering 8 marking words from the text. Which is easier for your language learners?

Creation by the learner: According to H. Sperber, creation of personal memory images will help to achieve the optimum level of learning. Craik and Lockhart [3] also shared the same view in 1972. They investigated how well the information is stored in memory and how fast the retrieval rate depends on the image created by the learner. They have conducted a case study to substantiate this, and the first group has been tasked with drawing the words that need to be learnt, and the second group has been tasked with drawing those words. Result of second group was higher than the first group. The reason for the high results is that the second group is the one who drew the paintings themselves. Language learners need more creativity in creating their own drawings. When it is creative, both hemispheres of the brain are active, and data storage will be better.

The author of the work "Ad Herenium", however, has no deep reflection in the paintings created by the learner

himself. Because it relates to the learning process, it can be used, for example, in the classroom. This shows that such a picture was created in a limited time. According to Higbee, language learners under the age of 11 cannot create such drawings. From the age of 11, as a teenager language learner can create visual mental images. P. Heinrich [12] believes that there is no distinction between real emotions and imaginative images. "Research on the human brain shows that only what is imagined and what is actually done is almost the same for brain activity."

H. Sperber writes about the more effective study of verbalization of abstract concepts. Interactive mental images are especially effective. Heitkemper also makes this point, emphasizing the easier and longer retention of visual material or visual imagery.

According to M. Duyar [4], the effectiveness of memory images depends on the following features:

1. Images must be live and clear.
2. Images must be interactive and portrayed in action.
3. The picture must also be emotional.
4. The learner must feel connected to the mental image.
5. To practice mental learning, you must first focus on the eyes and close your eyes.

The above guidelines should be taken into consideration when applying mnemonics. It is important to emphasize the simplicity of mnemotechnology in the classroom process. If the learner experiences difficulty in the first attempt, he loses sight of using it.

Antiquity: Although many studies have provided comments on the parameters of mnemotechnics, the advantages and disadvantages of antiquity are not substantiated. But it is remarkable that it is more lively and unusual than the usual association. Increasing liveliness enhances data storage. Buzan [2] says, "... funnier, comical, absurd and unreal images are easier to remember." Dwyer and Lemberski [5] study the studies from 1982 to 1983, written since 1945, to prove that color enhances learning success. Colors are remarkable, but their effectiveness depends on the learning material and process. Antiquity is a state that is different from the ordinary process. For example, a car is usually driven by a man, and being driven by an animal is unusual.

3. Result and Discussion

However, some researchers also suggest that language

learning should be avoided, minimized, or completely ignored. This is because they are shown to be misleading language learners. If the above parameters are used in the creation of mnemonics, it will be more effective.

German scientist Goethe said: "Only knowledge is not enough, one must also apply knowledge." Many teachers, not only in the field of German as a Foreign Language (DaF), know that mnemonics exist and that they are easier to memorize than simple rules or mathematical formulas. Unfortunately, there are very few textbooks in which mnemonics are used or offered for teaching German. Creating mnemomaterials for the lessons is conducted to creative meaning of the teachers.

Initially, there were lessons of 5 German teachers from Fergana Polytechnic Institute observed. As a result, researchers discovered what methods they use to convey grammar topics to students.

Table 1. Methods used in teaching grammatical topics

Name and surname of teachers	Grammatical themes	Types of methods and tasks used
Burkxonova G.	Artikel im Deutschen (Article in German)	Grammar Translation Method, Filling the Gaps
Nishonova D.	Präsens (Present Simple)	communicative method
Tursunova O.	Präpositionen mit dem Dativ und Akkusativ (Prepositions of Dative and Accusative cases)	Grammatical translation method, partial visual method. The task of filling in the gaps
Muminova O.	Präsens (Present Simple)	Visual methods. Picture assignments.
Aliyeva O.	Starke Verben (irregular verbs)	Grammar Translation Method, the task of verbally translating and filling in the sentences

Discussion of Study Results

As can be seen from the table above, these teachers used traditional methods of communicating grammar topics to students. None of them have applied for mnemonics. The reason for this is that teachers are not familiar with mnemonics.

After they have been known with mnemonics the lessons were changed:

Table 2. Methods used in teaching grammatical topics with mnemonics

Name and surname of teachers	Grammatical themes	Types of methods and tasks used
Burkhonova G.	Präpositionen mit dem Dativ (Prepositions of Dative case)	communicative method Dative song, pictures
Nishonova D.	Perfekt (Present Prefect)	communicative method mnemorable, mnemosong
Tursunova O.	Aussagesatz (Declarative sentence)	communicative and visual methods mnemonic body movements
Muminova O.	Präpositionen mit dem Genetiv (Prepositions of Genetive case)	Visual methods. Picture assignments.
Aliyeva O.	Starke Verben (irregular verbs)	communicative method mnemorable, mnemosong

After teachers used mnemonics in their lessons effect of lessons were higher than other lessons. Also students of teachers were tested in with pre- and post-tests. The results are so:

Table 3. Pre-test- post test results

Name and surname of teachers	Number of participants	Mistakes in pretest	Mistakes in posttest
Burkhonova G.	15	150/121	150/138
Nishonova D.	18	180/133	180/160
Tursunova O.	12	120/98	120/115
Muminova O.	17	170/138	170/164
Aliyeva O.	22	220/173	220/201

From Table 3, it could be seen that 82 participants had 79 % right answers in pre-test, in post-test 82 participants had 92,6 % right answers, also participants scored well in the post tests.

4. Conclusions

When learning a foreign language, it should be borne in mind that students have to memorize not just large amounts of information. This information, especially grammatical phenomena that do not have analogues in their native language, is too abstract for understanding, and even more so for understanding. These problems can be partially eliminated through the use of mnemonics. For the effective use of mnemonics, it is necessary to pay special attention to the parameters of mnemonics.

In conclusion we can say, mnemonics can be as powerful technique for memorizing foreign words and grammatical rules – in any language.

Mnemonic devices often help students during tests and writing assignments in particular and assist in keeping rules straight in their memories. In the case of a systematic repetition, the increase retention is even more.

Mnemonic devices enable an individual to summarize rules, so that they may be memorized and used more consistently. The effect of learning is even greater when

this information is interconnected. It is easier to remember specific things than abstract concepts. Using of familiar rhythm allows language learners to remember the data well. As a result, a positive result is guaranteed. Creation of personal memory images will help to achieve the optimum level of learning. If the learner experiences difficulty in the first attempt with mnemonic device, he/she loses sight of using it. We need to choose simple mnemonics for our first attempt. After using 3 or 4 times we can use other devices. All parameters of mnemonics must be used for creating mnemomaterials for foreign language.

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