



**Memonics efficiency in
language practice**

MEMONICS EFFICIENCY IN LANGUAGE PRACTICE

EFICACIA DE LOS MNEMÓNICOS EN LA PRÁCTICA DEL LENGUAJE.

ABSTRACT

The study of languages requires high intellectual effort, as well as emotional and mental stress. Taking into account the interdependence of mental and communicative processes with human cognitive activity, one should recognize the productivity of mnemotechnical technique application in language learning practice. In this regard, the object of our attention are mnemonics, which, based on the positive resources of native speaker development, contribute to the painless memorization and further use of difficult material. The urgency of the article is connected with the understanding of mnemotechnical technique importance in the process of language mastering. In this article, mnemotechnical techniques are described, used for Russian and German language mastering. They substantiate the expediency and the effectiveness of their application during the study of native and foreign languages. The classification of mnemonic techniques by classes (I. Thompson) and basic methods (R.L. Oxford) is of particular interest. The purpose of mnemotechnical method study is to improve the methodology of language teaching. Based on the analysis of the described mnemotechnical methods, they provided the rationale for their application in the wide practice of native and foreign language teaching. The practical significance is represented by the identification of mnemonic specific features, forms and methods in linguistic training.

KEYWORDS: mnemotechnics, efficiency of foreign language teaching, mnemonic techniques, educational process, language practice.

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RESUMEN

El estudio de idiomas requiere un alto esfuerzo intelectual, así como estrés emocional y mental. Teniendo en cuenta la interdependencia de los procesos mentales y comunicativos con la actividad cognitiva humana, se debe reconocer la productividad de la aplicación de la técnica mnemotécnica en la práctica del aprendizaje de idiomas. En este sentido, el objeto de nuestra atención son las mnemotécnicas, que, basadas en los recursos positivos del desarrollo del hablante nativo, contribuyen a la memorización indolora y al uso adicional de material difícil. La urgencia del artículo está relacionada con la comprensión de la importancia de la técnica mnemotécnica en el proceso de dominio del idioma. En este artículo, se describen técnicas mnemotécnicas, utilizadas para el dominio del idioma ruso y alemán. Justifican la conveniencia y la efectividad de su aplicación durante el estudio de idiomas nativos y extranjeros. Es de particular interés la clasificación de las técnicas mnemotécnicas por clases (I. Thompson) y métodos básicos (R.L. Oxford). El propósito del estudio del método mnemotécnico es mejorar la metodología de la enseñanza de idiomas. Basados en el análisis de los métodos mnemotécnicos descritos, proporcionaron las razones para su aplicación en la práctica amplia de la enseñanza de idiomas nativos y extranjeros. La importancia práctica está representada por la identificación de características, formas y métodos específicos mnemónicos en la formación lingüística.

PALABRAS CLAVE: mnemotecnia, eficiencia de la enseñanza de lenguas extranjeras, técnicas mnemotécnicas, proceso educativo, práctica de la lengua.

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INTRODUCTION

There is a growing interest in native and foreign language study due to the process of globalization, emerging in the world space. The carriers are interested in a deeper study of the native language, due to the need to preserve the linguistic national identity, and a foreign language is necessary to a modern person for interethnic communication in a multicultural society.

The consideration of each language as a carrier of a unique historical memory requires the implementation of new approaches and modern linguistic and methodological concepts in language mastering. Voigt Ulrich Elses Welt in his book dwells on the history of mnemotechnic development, compares them according to potential possibilities [1]. From Yu.M. Lotman's point of view, culture is the "non-hereditary memory of the collective" [2]. B.M. Gasparov regarded linguistic memory as a conglomerate acquired by a person throughout his life, representing "a huge supply of communicatively charged particles of linguistic tissue with different volume, texture, varying degrees of distinctness and completeness..." [3, p. 104]. Boris Nikolai Konrad believes that "The brain is able to learn any language and learn any kind of activity from the start" [4, p. 3].

Learning a language as a native or as a foreign one requires intellectual effort, as well as emotional and mental stress. In this regard, the object of our attention is mnemonics as the paradigm of techniques and technologies that, based on positive resources of native speaker development, contribute to the painless memorization of material that is difficult to learn and its further mastering. Mnemonics, as a rule, are underestimated in language mastering and teaching. We believe that mental and communicative processes are associated with human cognitive activity.

The relevance of this problem is related to the understanding of mnemotechnical technique importance in the process of language mastering.

METHODS

In this study they used the methods of comparative analysis, synthesis, the analysis of methodological and theoretical literature on the problem. Specific mnemotechnical techniques require the inclusion of all sensory organs, so the study includes the method of all types of sensations interaction, the method of comparative analysis and the method of reflection.

RESULTS

The basis of communication is the language practice, indirectly reflecting the degree of communicant language training. The appeal to mnemonics allows to use different approaches to the learning and memorizing of language significant elements. This can be the reference to the word etymology. For example, German words by origin have an accent on the second syllable: квартаЛ, дефИс, French - on the last syllable - диспансЕр, коклюЮш, English words have the accent on the first syllable - marketing, management.

Single-root words with a fixed stress can help to avoid accentological errors. For example, "Born to crawl can not fly!" (Gorky M.), hence the preservation of stress in the word новорождѐнный.

Describing mnemotechnical techniques, you should pay attention to the graphics, in particular the frequent replacement of the letter "ѐ" by "Е", which leads to errors: желчь instead of жѐльчь. P.A. Klubkov notes that "in Old Slavonic and Old Russian languages they wrote and spoke E instead of modern ѐ. Then, on the basis of the Russian language, the stressed E before hard consonants turned into ѐ" [5, p. 148].

Mnemotechnical techniques are also in demand during foreign language study, for example, German. The remembering of German noun gender is very problematic for students.

The specificity of the grammatical category of noun gender is manifested in the fact that

the belonging of words to a particular gender is often not connected with the meanings expressed by them, it is conditional and determined by the established tradition.

The noun in Russian and German can be male, female and neuter (Maskulinum, Femininum, Neutrum). The gender of nouns in German and Russian can be the same, for example: der Stuhl (m.g.) - chair (m.g.), die Tasche (f.g.) - сумка (f.g.), das Fenster (n.g.) - окно (n.g.). Often, the gender of nouns does not coincide: der Baum (m.g.) - дерево (n.g.), die Sonne (f.g.) - солнце (n.g.), das Buch (n.g.) - книга (f.g.), die Feder (f.g.) - перо (n.g.), das Heft (n.g.) - тетрадь (f.g.).

The discrepancy of gender is also observed in some words that are borrowed from German and Russian from other languages, although these words have the same meaning and almost the same form: das Thema (n.g.) - тема (f.g.), das System (n.g.) - система (f.g.), das Institut (n.g.) - институт (m.g.), die Universität (f.g.) - университет (m.g.), die Fakultät (f.g.) - факультет (m.g.), die Kontrolle (f.g.) - контроль (m.g.).

Thus, the remembering of German noun gender is a problem for the students who are close to and familiar with the category of gender, for example, for Russian speakers. And for Turkic-speaking students the very understanding of gender category is very difficult, since there is no such a category in their native language, and the mastering of the German is a complex and a long process for them.

The gender of German nouns can be defined: 1) by article, if a noun is in the nominative singular: der Tag, die Tafel, das Wetter; 2) by agreeing the name of an adjective or a pronoun with a noun: ein schöner Tag - dieser schöne Tag, eine schwarze Tafel - diese schwarze Tafel, kaltes Wetter - dieses kalte Wetter etc.; 3) by meaning, 4) by form, mainly by suffixes. In some cases, the gender of noun can be determined by the form of plural or by the type of its declension. However, in order to determine the gender of nouns by article, you must first memorize the noun with the article.

The number of nouns, whose gender can be determined by value, is small in German. Exceptions are inevitable, for example: mo-

netary units are predominantly masculine nouns, but die Kopeke (копейка), die Krone (крона), die Mark (марка), etc. Feminine nouns are the words denoting the animals of female gender, for example, die Kuh (корова), die Katze (кошка), but das Huhn (курица), das Schaf (овца) are neutral nouns.

Those who learn German also have difficulties during the determination of noun gender by suffix. For example, the masculine gender includes the nouns with the suffixes -er - der Flieger, -ner - der Redner, -ler - der Künstler, -el - der Flügel, -ling - der Jüngling. But not always -er, -el are suffixes. Sometimes they are the part of the root, and then the word is a root one, and not derivative, for example: der Sommer, der Winter, das Alter, das Fenster, die Regel, die Tafel, etc., and therefore, as examples show, it can be any another gender.

Besides, there are suffixes -e, -en, -nis, -sel (-sal), -tum in German, which are not associated with any one gender. Thus, the suffix -e occurs in masculine, feminine and neuter nouns. For example: der Russe - русский, die Wärme - тепло, das Gebäude - здание. The suffix -nis occurs in neutral and feminine nouns (das Ereignis - событие, die Kenntnis - знание).

Thus, it becomes necessary to learn the gender of such nouns simply by memorizing.

Scientist Horst Sperber in his thesis "Mnemotechniken in Fremdsprachenerwerb" (1989) considered and studied the techniques of mnemotechnics for German as a foreign language [6]. The results of his research are presented in the article "Gedächtnistechniken für Deutsch als Fremdsprache", published by the publisher Hueber in 2009 [7]. Dr. Horst Sperber examines various mnemonic techniques associated with noun gender remembering. For example, the suffixes serving for the development of nouns of a certain gender combine and "fictitious word" / "quasi-word", the so-called Fantasiewort is developed. For example: -ig, -ling, -or, -ismus (masculine suffixes) are combined into the word der Iglingorismus; -heit, -ung, -keit, -ei, -schaft, -ion, -ität, -ik (feminine suffixes) - in the word die Heitungkeitei or die Schaftionitätik; -tum, -chen, -ma, -ment, - (i) um, -lein - in das Tumchenmament(i)umlein. The main thing is to place the stresses correctly during the pronunciation of these "invented words"

/ “quasisols”. Then an image is created, connected with the situation and visualized. For example: the word *der Iglingorismus* is suggested to be associated with a dangerous virus similar to the swine flu virus.

It is possible to combine words formed by certain suffixes serving for the development of words of a certain gender, for example - sentence (Beispielsatz). For example, *Hektik und Streiterei in einer Wohnung sind nicht gut, sondern Freiheit, Flexibilität, Passion, Heiterkeit und viel Freundschaft* (Vanity and endless squabbles in one apartment are bad, it is better when there is freedom, flexibility, hobbies, fun and friendship).

The mnemonic method can be connected with the fact that the plot, played by the words of a certain gender, is depicted schematically or drawn. This technique allows us to achieve a stable effect of a large number of words memorizing. This is possible due to the visualization of the material and imagination.

You can create interactive images to memorize article-symbols. To implement this method, several steps are necessary. Step # 1: a characteristic image-symbol is selected for an article of a certain gender, for example: *der Löwe* (lion) as a symbol of the masculine gender, *die Ballerina* (ballerina) - female gender, *das Bett* (bed) - neutral gender. Step # 2: an absurd association is established with this image, for example: *für Salat: Ein Löwe, der einen Salat frisst oder eine Mähne hat wie einen Kopfsalat* (Lion, which is a salad or a Lion with a mane like a head of lettuce). Each will have its own image (picture), but it is important that they are always the same. Then you need to associate the word that is remembered with the image. The student develops the relationship between words using sentences and presents the situation in the picture, that is, visualization takes place. This technique allows you to memorize well both the noun and the article for a long time.

The use of so-called “donkey bridges” (*EseIsbrücken*) also should be attributed to mnemotechnical techniques. So when you memorize the planets of the solar system, a coherent sentence is created, each word begins with the letter by which the name of the solar system planet begins: *Mein Vater erklärt mir jeden Sonntag unsere neun Planeten*. The order of the planets is obtained from the first letter

of each word in the sentence: *Merkur, Venus, Erde, Mars, Jupiter, Saturn, Uranus, Neptun, Pluto* [8].

So, in those cases when it is impossible to establish logical connections, to connect with the etymology of a word imaginative thinking and imagination help. The above examples are a vivid confirmation of this.

DISCUSSION

Mnemonics, fixing the accentological norm, do not exhaust the mnemonic techniques that help to master the difficult cases of the orthoepic norm. They can be supplemented by methodological techniques aimed at phonetic, rhythmic and intonational speech sensitivity development. For example, A.A. Korobeinikova offers to use singing to strengthen orthoepic norms: “studying the features of pronunciation in the process of singing causes a deeper understanding of the laws concerning the functioning of the linguistic system as a whole, since vocal speech is an integral part of linguistic culture” [9, p.57]. Only in this case it is possible to convey the harmonic connection of thought and feelings.

It is well known that phonetic skills are easily fixed by the use of interactive educational technologies and not only visual and auditory, but also tactile, scent markers. The emotional component of these methods makes it possible to use “linguistic sense”, to develop memory. This allows to master not only any phonetic phenomenon: verbal, phraseological, logical stress, the accumulation of vowels and consonants, syllables, and actual concepts of Russian language picture of the world. N.L. Fedotova, working with foreign students studying Russian language, offers to use different types of phonetic play based on nine criteria. These structured training exercises are aimed at the development of various linguistic and didactic competencies: the formation of skills to identify sound units, determination of the correspondences between sounds and letters, determination of accentual and rhythmic models of a word, the recognition of various types of utterances in the process of communication, articulation skills [10].

The development of language practice is also influenced by mnemonics based on sound means of artistic expressiveness. Let’s turn to the classics: “I’m looking for an alliance of

magic sounds, feelings and thoughts" (Pushkin A.S.), "believe in a word sound: the meaning of their secrets" (Bryusov V.). "Sound instrumentation" can convey a more aesthetic pleasure from a sounding text, in which visual-auditory, visual and pictorial-motor images appear, which facilitates better memorization, the recognition and the preservation of the obtained information. Compare the ways the scent information can be transmitted and memorized through various imagery. For example, he eagerly ate two cucumbers, so deliciously smelling of the earth and the sun (Sholokhov M.) - the taste image through the sense of smell; You go into the house and first of all you will hear the smell of apples (Bunin I.A.) - auditory image); A subtle, multicolored aroma stably holds above the gardens until dusk (Sholokhov M.) - a visual image.

The perception of information and its memorization is influenced by the background signs accompanying the speech articulation. For example, the power, the tempo, the timbre, the diction, the overtone of voice allow the human voice to quickly recognize it and observe it easily: "His speech was disorderly, like delirium, impulsive and not always clear" (Anton Chekhov, "Chamber No. 6"), ; "His voice was of such strength and density that even Richard the Lionheart would envy him" (Ilf I. and Petrov E. "Twelve Chairs"); "My God, his speech is so wonderful! ... You listen, listen and you hang your head. Nicely! Like a dream after a bath!" (Gogol N.V. "The quarrel between Ivan Ivanovich and Ivan Nikiforovich"). According to V.A. Zvegintsev, memory is the basis for the transition "through sensuality beyond the sensory, through the sensory modalities to the amodal world" [11, p. 76]. The symbolic nature of memory is a universal conceptual property that connects language and memory as important elements of evolution, reflecting the sociocultural communicative nature.

CONCLUSIONS

Mnemonic techniques can be classified in different ways, for example, I. Thompson divides them into five classes: linguistic, spatial, visual, verbal methods and the methods of physical response [12]. R.L. Oxford, identifies four basic methods, namely: the creation of mental connections, the use of images and sounds, the repetition of the studied and the

application of actions [13]. A.D. Baddeli believes that mnemonics are divided into the methods of visual and verbal images [14]. Considering mnemotechnical techniques that require the inclusion of all sense organs, one should consider the method of all sensations interaction. This technique is indispensable for those who want to learn how to communicate freely in a new language. The main thing is not to memorize a foreign word as the translation of a native word. That is, we must achieve visualization and learn to distinguish the essential aspects in remembered words. This method is very effective, as it is similar to the development of concepts in the child's native language. It is necessary that the word becomes a concept, then it will begin to appear in memory at right time involuntarily and automatically.

SUMMARY

The closest relationship between the human language and memory and culture is obvious: language is a place where the knowledge of the world around us is stored; All this must be kept in mind in order to master the regulatory framework and to develop the correct language picture of the world. The stated mnemonics and linguistic approaches can be considered as the important components in language practice development.

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