



Individual-typological features of students' memory in the conditions of learning foreign languages

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Annotation: The article discusses the individual typological features of students' memory in terms of learning foreign languages. Based on the analysis of scientific literature, an attempt was made to show that the features of memory and ways to optimize its functioning have a significant impact on the process of mastering a foreign language; An effective way to work with memory, requiring only the development of an instrumental skill (similar to learning typing, for example) is mnemonics.

Keywords: individual typological features of memory, student, learning foreign languages.

At present, in the context of globalization and integration, the knowledge of a foreign language is no longer a luxury or a distinctive ability, it is becoming a daily routine, a necessary component of modern dynamic life. Therefore, the interest of many researchers in the process of learning foreign languages and in finding ways to optimize it is not accidental. An important problem today is to identify the factors that determine the process of mastering foreign languages, the formative components of language competence, on the basis of which we can talk about the qualitative and evidence-based improvement of the methodology of teaching foreign languages.

Students' memory plays a crucial role in learning foreign languages. Memory abilities can vary from person to person, and understanding the individual typological characteristics of learners' memory can help tailor language learning approaches to their needs. The main factors affecting memory in the context of learning foreign languages:

Auditory Memory: Some students have a strong auditory memory that allows them to easily recall and repeat spoken language. They may excel in pronunciation, listening comprehension and language rhythm. Such students may benefit from audio-based learning materials, such as listening to podcasts, music, or recorded conversations.

Visual Memory: Visual memory is the ability to remember and recall information presented visually. Students with strong visual memories have an advantage in remembering written words, grammar rules, and visual aids such as diagrams, charts, or cards. They can benefit from using color-



coded notes, visual mnemonics, or watching videos and movies in the target language.

Semantic Memory: Semantic memory refers to the ability to remember and understand words, concepts and their relationships. Some students have a natural inclination to acquire vocabulary and understand the contextual meaning of words. They can facilitate learning by focusing on reading and the meaning and use of words.

Procedural memory: Procedural memory involves the ability to remember and perform motor or cognitive skills such as grammatical rules, sentence structures, or pronunciation patterns. Students with strong procedural memory quickly internalize language patterns and rules, allowing them to develop fluent speech. They may benefit from practice-oriented activities such as exercises, repetition exercises, or language games.

Episodic memory: Episodic memory is concerned with the ability to remember personal experiences and specific events. Students with strong episodic memory can vividly recall language lessons or conversations by making connections between new and previous experiences. Such students can benefit from incorporating real-life experiences, stories, or personal anecdotes into their language learning process.

Working Memory: Working memory refers to the temporary storage and manipulation of information in the mind. Students with strong working memory can retain and process multiple language components simultaneously, such as listening, analyzing grammar, and formulating responses. They can benefit from complex tasks that challenge their cognitive abilities, such as simultaneous interpreting or multitasking exercises.

It is important to note that these memory characteristics may vary between individuals, and that most students have different combinations of memory strengths and weaknesses. Recognizing and understanding these characteristics can help teachers and students choose appropriate learning strategies, techniques, and materials that match an individual's memory preferences, thereby enhancing their language learning experience and outcomes.

An effective teaching methodology must have a psychological basis, because the very subject of training - a foreign language - is a phenomenon that is closely related to the mental activity of a person [1, p. 165]. In the process of mastering a foreign language by an individual, all types of cognitive processes are involved, one of which is memory - one of the most important conditions for mastering language material. For this reason, it seems necessary to consider the features of memory and ways to optimize its functioning when mastering a foreign language.

It is worth starting with the fact that memory is the processes of organizing and preserving past



experience, allowing it to be reused in action.

reality or return to the sphere of consciousness [2, p. 358]. There are various typologies of memory: according to sensory modality - visual (visual memory), motor (kinesthetic) memory, sound (auditory) memory, taste memory, pain memory; by content - figurative memory, motor memory, emotional memory; on the organization of memorization - episodic memory, semantic memory, procedural; according to temporal characteristics - long-term memory, short-term memory, ultra-short-term memory; according to physiological principles - determined by the structure of the connections of nerve cells (it is also long-term) and determined by the current flow of electrical activity of the nerve pathways (it is also short-term); by the presence of a goal - arbitrary and involuntary; by availability of funds - indirect and non-mediated; according to the level of development - motor, emotional, figurative, verbal-logical [3].

The following types of memory are distinguished: visual-figurative, verbal, intermediate (harmonic). Representatives of the first type better remember pictures, faces, colors, objects, sounds. Representatives of the second type remember concepts, verbal formulations, formulas better. Representatives of the third type remember equally well visual-figurative and verbal-logical material [4].

According to the method of introducing information for memorization, visual, auditory, motor and mixed (visual-auditory, visual-motor, motor-auditory) types are distinguished. Indeed, some people prefer to memorize information visually, others - by ear, others - with the help of motor sensations, and still others use a combined method. It should be emphasized that combined types are more common [4].

In addition to the individual characteristics of memory, there are also age-related features. Individual and age-specific features of memory are an important factor that must be taken into account when mastering a foreign language at all stages of learning. So, for example, speaking of student age, individual differences in speech activity in a foreign language, associated with the characteristics of memory, are numerous and diverse. The results of the research indicate a significant advance in the development of memory in senior school age, and in student years there is a decline in the productivity of short-term memory. Moreover, differences in the preservation of logically related material appear both in age characteristics and types of memory [5, p. 145].

The next property of memory that requires attention when mastering a foreign language is the amount of memory. So the results of studies [6] allow us to trace that the poor performance of students was combined with low indicators of memory capacity, longer time for memorizing and



reproducing information, and low indicators of speed characteristics. Students with a good level of foreign language proficiency have opposite indicators [6, p. 96]. In other words, the amount of human memory is closely related to the process of mastering a foreign language.

At the same time, it is impossible to ignore the features of the nervous system, which also affect memory function. So, in the studies of M.K. Kabardov, it was revealed that, depending on the characteristics of the nervous system, two types of mastering a foreign language are distinguished: communicative and non-communicative. Students with a communicative type are characterized by a large amount of auditory perception and auditory working memory, a high speed of updating knowledge and processing new information. They achieve success both in conditions of involuntary memorization and in conditions of voluntary memorization. The success of activities with a non-communicative type of mastering a foreign language is ensured with arbitrary memorization, in the presence of visual reinforcement of verbal material [7, p. 43].

Also, it is necessary to note such a significant feature of memory as imagery. Using figurative memory, a person reproduces what he perceives not in words, but in images. The stock of figurative memory is unlimited, images are saved as long as necessary. They can always be used, they can be translated into any language. Successful learning of foreign languages depends on the formation of many associations for each idea that should be stored in memory. The more other ideas and sounds are associated with the new information being learned, the easier it is for the memory to retain it [8, p. 28]. The better a person has a developed figurative memory, the easier it is to save and reproduce information.

There are a number of methods that help improve certain memory indicators when learning a foreign language, one of which is mnemonics. The method of mnemonics is now widely used due to its focus on using the natural memory mechanisms of the brain in order to control the process of remembering, storing and recalling information. Mnemonics is a system of various techniques that facilitate memorization and increase the amount of memory by forming artificial associations [9]. The words “mnemonics” and “mnemonics”, which are close in sound, mean the same thing - a memorization technique. They come from the Greek “mnemonikon” - the art of memorization [10].

We present the following classification of mnemonics techniques [11]:

1. Technique “Loci” (memory palace).

New words are “fixed” to well-known objects on the way home, to furnishings in the apartment, etc. Let's say you need to learn Spanish words united by the theme “Public places”, for this you need to place them on cards or mentally on stationary objects in the room: for example, gasolinera (gas



station) - refrigerator, bar (bar) - kitchen table, banco (bank) - closet, hotel (hotel) - bed, etc.

2. Method of "keywords" (keyword method).

A foreign word is remembered in tandem with a native language word that sounds similar, and both are remembered in some way. For example, words from the English language: monkey (monkey) - semolina (representing a monkey that eats semolina), catch (catch) - ketchup (Catch ketchup!), Tiny (small) - Tanya (Tanya is still small).

3. Technique of associative links.

The peculiarity of this technique is connected with the property of our memory to remember faster and more firmly what is in a natural or logical interdependence. Associative links can be of various types. The principle of accepting free associations is as follows. It is necessary to remember the sequence of images that have natural relationships. This sequence of images can be used as reference images for storing information.

- Interactive.

This type of association is used to learn a number of words, you need to link them into an associative chain, even if it is ridiculous [10]. For example, English nouns that change the root vowel when plural is formed: man (male) - men, foot (foot) - feet, tooth (tooth) - teeth, goose (goose) - geese, mouse (mouse) - mice, louse (lice) -lice. Imagine: a man washed his feet, brushed his teeth, went to the barn to feed a goose, saw a mouse and strangled it with a string.

- Grapheme.

Similar words are easier to remember if you come up with "memory knots" for yourself and graphically fix them. For example: right - right, left - left (English), right - richtig, false - falsch (German), fast - rápidamente, slow - lentamente (Spanish).

- Figurative.

There are two types of images in mnemonics. The first is support images. They do not carry any information load and serve for consistent memorization and recall of information, as well as for systemic memorization. But remembering the sequence, that is, remembering the system of support images, is necessary in any case. The second type is associations-combinations of visual images in which memorized information is encoded: telephone numbers, addresses, names, historical dates and other precise information. Memorizing a sequence of information makes it possible to force the uniform activation of all memorized information in order to fix them in the brain. For example, Das Geschenk - you are given a birthday present; das Gemüse - you pick vegetables from the garden. Words can be associated with memories, your habits.



- With native language.

Die Schlange - a snake like a hose, rot - red like a mouth, die Zitrone - a lemon from the citrus family, etc.

- Kinetic or motor.

Association of a word or phrase with a gesture or movement. For example, English verbs swallow - swallow, sneeze - sneeze, yawn - yawn, etc.

- Contrastingly absurd.

Such an association is used to remember, for example, the gender of words, especially in cases where it does not coincide with the native language: la silla (Spanish) - chair, la comida (Spanish) - dinner, etc.

You can memorize German words by looking for similar and funny associations in your native language: Überraschung - "Osharashing".

- Natural.

So, to memorize the gender of nouns, you should memorize word groups according to thematic groups: for example, Spanish words: la comida (lunch), la cazuela (pot), la patata (potato), la cuchara (spoon), etc. This technique teaches you to memorize new words not in isolation, but in "natural" phrases: hacer la comida (cook dinner), fregar la cuchara (wash a spoon), etc.

4. Technique for making sentences or stories.

For example, to better remember English verbs in the Past Indefinite form, you can come up with a short story: Jane woke up early in the morning and saw that the weather was fine. She put on her dress and went out for a walk.

5. Rhyming technique.

To memorize German prepositions in the dative case, you can use the following lines:

Aus, bei, mit, nach, seit, von, zu

Fordern Dativ immerzu!

6. Technique for compiling acronyms or abbreviations.

This technique can be useful, for example, for memorizing prepositions in German that merge with articles: ZIBAV (zu, in, bei, an, von).

7. Technique of melody and rhythmization.

This technique is often used when memorizing the alphabet, imposing a certain rhythm or melody on it.

8. A technique for visualizing the meaning of words or the content of rules.



You can highlight stressed sounds in words, endings in conjugations or declensions, etc. For example: crEdit, hotEl, police, commAnd (English).

Thus, we have established that the features of memory and ways to optimize its functioning have a significant impact on the process of mastering a foreign language. We also found that an effective way to work with memory, requiring only the development of an instrumental skill (similar to learning to typewrite, for example) is mnemonics. It helps to use the features of memory to optimize the process of mastering a foreign language, and possession of it makes it possible to accumulate a large amount of accurate information in memory, save time when memorizing, and fully control the memorization process. It is also a powerful training of attention and thinking.

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