MNEMONICS AS THE TECHNIQUE OF LEXICO-GRAMMATICAL SKILLS FORMATION IN FOREIGN LANGUAGE LESSONS

INTRODUCTION

Educational research has repeatedly indicated at the need to enhance students’ reasoning skills aimed at voluntary memorization and comprehension of linguistic phenomena in a foreign language, since the insufficient level of formation of the lexical and grammatical components of linguistic competence becomes an obstacle to the formation of foreign language communicative competence in general. Scientific data allow us to assert that until now using mnemonics in foreign language lessons has not been fully studied, in particular, in terms of including the native (Russian) language.

In view of numerous changes in the functioning of operative and long-term memory during the transition to the level of basic general education a foreign language teacher is faced with the task of directing the consciousness of young people’s actions towards more meaningful memorizing of grammatical and lexical phenomena. Educationalists present many ways to increase vocabulary, to master grammar. However, there is a debate over their effectiveness. Moreover, practice shows that mnemonic technics are underestimated by instructors in teaching foreign languages.

MATERIALS AND METHODS

Numerous studies of scientists (RADIONOVA, 2020; FALKOVSKAYA, 2018; REVINA, 2017; SVALBERG, 2015) devoted to the issues of teaching English and German as a foreign language, claim that the achievement of educational results, among other factors, is facilitated by special teaching methods and approaches that consider the psychological, pedagogical and physiological characteristics of students. Mnemonics as a paradigm of techniques and technologies beneficial for painless retention of a more complex content are also in many research findings. (BAKKEN, 2017; BELLEZZA, 1982; HERSCHE, 2005; NORDKÄMPER-SCHLEICHER, 1998).

In the works of the Soviet psychologist L.S. Vygotsky (2008) the terms “mnemonics” and “mnemonic technics” are considered synonyms. Other scientists designate “mnemonics” as an array of methods of remembering information used for certain data, and the term “mnemonic technics” is interpreted as the implementation of a specific method.

In foreign literature the term “mnemonic technics” corresponds to the Russian equivalent of “mnemonics”, while the terms “a mnemonic”, “a mnemonic strategy” “a mnemonic device” - to the equivalent of “mnemonic technics”. In German sources, for both words, there is only one general term “mnemotechniken”. Bakken J. (2017) believes that mnemonics are means of memory that help learners to remember concrete information by using a memory-enhancing strategy or devices. Zerche N. (2008) notes that mnemonics involve any procedure designed to link new information with familiar, already known information for further application.

The educational study showed that today there is no single approach to the interpretation of concepts. However, scientists agree that mnemonics are an effective teaching tool designed to help students improve memorization of the perceived information. Mnemonic technics are defined by them as a separate strategy of mnemonics, which contributes to the retention or retrieval of information in human memory.
Psychologists and methodologists have found that the simultaneous study of words with their semantic associations facilitates their remembering. Therefore, mnemonic devices can be fairly considered as very useful in improving vocabulary knowledge.

L.S. Vygotsky (2008) notes that it is easier to remember facts that are endowed with a positive connotation, worse - with a negative connotation, and even worse - those that do not have any emotional coloring. And since new foreign words and linguistic phenomena are not emotionally significant for children yet, the techniques of mnemonics perfectly compensate for this. Planning and using new mnemonics can make the educational process unique, diverse and more fun.

Despite the fact that many of the developed memory techniques have proven to be effective in improving academic achievement, another research by scientists such as F.S. Belezza (1982), I. Thompson (1987), L.S. Vygotsky (2008) provide evidence that a mnemonic instruction, or a specific method of memory, is more effective, efficient and beneficial than more traditional approaches as a way to form foreign language lexico-grammatical skills. In this study the methods of comparative analysis, synthesis, analysis of methodological and theoretical publications on the issue, observation, the experimental training approach were utilized.

RESULTS AND DISCUSSION
At present time researchers range mnemonic strategies in various ways, depending on the purpose of their application. The author of publications on mnemonics F.S. Bellezza (1981), for example, distinguishes the method of links, the method of loci, first letter elaboration, encoding a concrete and abstract concept, and rhymes. I. Thompson (1987) subdivides “mnemonic technics” into classes: linguistic, spatial, visual, verbal and methods of total physical response. Within the framework of this study 7 types of all existing mnemonic strategies were classified, which could serve for an effective formation of lexico-grammatical skills.

1. Encoding by first letter. The following example helps the student to remember the location of a Complex Object in the Complex Object with The Infinitive Construction. D.D. Danzanova (2015) suggests analyzing the sentence “Parents want us to study well” by naming elements already known to students: Subject Predicate Object Infinitive. From the initial letters of the structural elements, the abbreviation SPOI is deduced - “a keyword”, in which the letter "O" means the position of a Complex Object, that is, between the Predicate and the Infinitive.

To memorize the sequence of words in both German and English, Nordkämper-Schleicher U. (1998) encourages students to come up with their own sentences, the first letters in the words of which will indicate the words that need to be memorized. For example, the use of acrostics in German “Mein Vater Erklärt Mir Jeden Sonntag Unseren Nachthimmel” – helps the person remember the order of the planets: Merkur, Venus, Erde, Mars, Jupiter, Saturn, Uranus, Neptun.

2. Method of total physical response. For correct memorization of verb conjugation in the Imperative Mood in German Stangl W. (2008) invites the teacher to show the action this or that verb denotes previously saying the verb in the Imperative Mood. "Macht das Buch auf!" The teacher opens the textbook and the children repeat after him. "Schaut euch auf das Bild!" The teacher looks at the picture on the screen, the learners copy him.

3. Visualization. Stabel A. (2016) emphasizes the idea, that visualization is most beneficial way to teach children how to use correctly the Present Simple and Present Continuous Tenses. The more absurd and funnier the given visualization is, the better it will be remembered. For example, for the Present Simple Tense, to indicate everyday actions, the student imagines a drawn calendar and how he literally jumps around from day to day all over the calendar.

Zerche N. (2008) suggests for memorizing the gender and, consequently, "der, die, das" articles in German when teaching an unknown word “to add" a mustache to masculine nouns, a neutral face to neuter nouns, and lips to feminine nouns.

4. Personalization. Here’s the example of explaining the formation of the Subjunctive Mood:
Verb is sitting on the door-step. His friend Would, a dreamer, is sitting nearby. They often get together to dream about different things.
I would ... - Would begins.
sunbathe, - Verb continues.
Would you... - Would begins again.
have lunch, - Verb completes the sentence.

The teacher can also modify this example for a German lesson:
Verb sitzt auf der Türstufe. Sein Freund Würde, ein Träumer, sitzt in der Nähe. Sie kommen oft zusammen, um von verschiedenen Dingen zu träumen.

Ich würde ... - Würde beginnt.

sonnenbaden, - Verb fährt fort.

Würden Sie ... - Würde wieder beginnt.

mittagessen, - Verb fährt fort.

Abstract information about the construction of the Subjunctive Mood grammatical model is transformed into concrete information due to the personalization of its elements.

5. Quasi-words formation. Quasi-words are fictional words that don’t exist in reality. To aid to remember the rules of using “do”, “does” auxiliary verbs in the Present Simple Tense E.V. Revina (2017) suggests using a funny sentence:

"Do’raks are usually many, Does’toevsky is always one”.

6. Method of loci. The method is based on mental-spatial associations, the purpose of which is reconstructing, relating and further retrieving. The students are offered a chain of words that may not be related to each other, but somehow relate to the topic of the lesson or of the unit. Then the students sketch out their apartments and the furniture in them, and somewhere in the sketch above some piece of furniture or some area they write a word from that chain, as if “putting” the proposed word on a piece of furniture. At the last stage, for five minutes the students try to recall the location of their words by saying in German “Auf dem Tisch habe ich den Verlag” or in English “I have a publishing house on the table”.

7. Mnemonic associations. Associations of this kind are a short sentence or phrase that contains the auditory image of a new word and its translation. There are the Internet sites for finding mnemonic associations for almost all English words. For example, the adverb “idly” means “lazy” and translated into Russian as “ленивый”. Its mnemonic association will sound like this: "АЙ ДЛЯННЫЙ день идет лениво.” For the noun "concrete" (бетон) - "КОНКРЕТно положили бетон.” The noun “meal” has the following mnemonic association: "МИЛый мой ходит за едой.”

Within the framework of this study the experimental training was conducted on the basis of the “Secondary school n.1” in Naberezhnye Chelny, the Republic of Tatarstan. In the experimental training students of the fifth grade participated. They had 4 English classes on a schedule. The group consisted of 12 students: 6 girls and 6 boys. The average age of students was 11 years.

According to the “Common European Framework of Reference: Learning, Teaching, Assessment”, the level of achievement in this group was indicated as a waystage level (A-2). A number of mnemonic strategies were tested at the lessons of English in the fifth grade in order to facilitate memorization of active foreign language vocabulary. For example, during the lesson on the topic “Going shopping”, students were offered lexical units related to the types of stores, their location, goods and their descriptions for study. At the stage of knowledge update the students recalled the learned vocabulary, and also recollected vocabulary in Russian, which they could need at the lesson on the topic “Shopping”.

For their introduction, such types of mnemonics as visualization and mnemonic association were selected. In the lesson mnemonic associations were presented to the students as “mnemonic phrases”. With the help of mnemonic phrases, the words suggested by the students were semanticized. On the interactive board the students could see the mnemonic phrase and visual association related to it. At the initial stage of working with mnemonic
phrases their concept was explained to the learners: the sounding of a new word was highlighted in red, and its meaning - in blue. For example, for the word “floor”, the mnemonic phrase “The cleaning lady FLOORa washes the floors on the floor” / “Уборщица ФЛООРа моет пол на этаже” was presented, where the approximate sounding of the lexical unit - “FLOOR / ФЛООР” was highlighted in red, the meaning - floor, пол, этаж - was highlighted in blue. For the word “meal” the mnemonic association “МИЛый мой ходит за едой” was used, where the approximate sounding of the lexical unit - “МИЛ” was also highlighted in red, the meaning - food, еда - was highlighted in blue. Then the students were involved in developing their own mnemonic association for the given word. Some of them read out what they finally generated. For example, they came up with such a version “Еду поел, коктейль попил, заказал я Хэппи МИЛ”. Thanks to the independent brainstorming for composing a mnemonic association the children remembered this word better.

Visualization strategy was applied to explain the rules for using the singular and plural forms of the verb “to be” in the Past Simple Tense. The interactive board showed a steam locomotive, in the name of which the sounding of the verb “парОВОЗ” was spelled out in capital letters, and two oars were attached to the image of the locomotive, in the name of which the sounding of the verb “ВЕсла” was also highlighted. With the help of guiding questions, the students were able to comprehend faster that the verb “was” is used in singular, and the verb “were” - in plural. When doing the exercises, the learners repeated the phrase “парОВОЗ с ВЕслами” in order to recall the pronunciation and the rule of use.

During the main part of the lesson on the topic “It was great!” when working with the text, the students failed to guess the meaning of the selected words, so they were offered mnemonic associations and visualization of unfamiliar lexical units. For more meaningful understanding and retaining the rules of using of the auxiliary verb “did”, the quasi-word “DID’уля” was introduced to the students. This mnemonic device accompanied by rhyming and personalization lead to the following funny and unique explanation: “DID’уля появляется, когда есть вопрос и что-то отрицается”, which is easy to remember.

The topic of the final lesson aiming at knowledge consolidation and reinforcement was “Watching films”. At the pre-text stage for more effective memorization of unknown lexical units students were offered mnemonic phrases. For example, for the word “creature” the mnemonic phrase sounded like: “КРИЧАщее существо”, which was also supported by visualization. The visualization images were retrieved from a well-known to class animated series, which helped to enhance memorization, promoting strong associations.

Due to the mnemonic devices used at the lessons remembering in this case was more stable. Such conclusions were made after an oral testing of the studied lexical and grammatical material after a series of lessons in the form of questions and answers. The children eagerly and quickly recalled the information related to the topics of the lesson, and also gladly supported themselves and their classmates, encouraging to apply the developed mnemonics. The students used as well as the presented mnemonics and came up with their own.

On the basis of the experimental training results methodological recommendations were developed how to implement an algorithm for working with different types of mnemonic techniques in foreign language lessons at the level of basic general education. These recommendations are aimed at improving students’ vocabulary knowledge and grammatical skills [Table 1].
| No. | Mnemonic technique | The algorithm | Recommendations |
|-----|-------------------|---------------|----------------|
| 1   | First letter encoding | Stage I. When introducing a grammatical rule using this mnemonic technique, it is advisable to start with its presentation in a sentence.  
Stage II. Then a team approach is implemented to parse the grammatical rule into its components.  
Stage III. From the initial letters of the resulting elements acronyms are developed, which are fun to pronounce and recall.  
Stage IV. Students need to be taught how to use the acronym while doing exercises. | Can be utilized when the task is to remember the sequence or word order.  
It should be noted the resulting acronym should be easy to read, that is, have no more than three consonant sounds in a row, as well as at least one vowel sound. Examples of grammatical topics for this mnemonics application can be: the order of adjectives before the main noun; complex constructions in sentences. |
| 2   | Method of total physical response | Stage I. It is advisable to introduce the verb in the Imperative Mood in a phrase that can be demonstrated by action in class.  
Stage II. It is necessary to instruct students to repeat after the teacher. The teacher says the phrase with the verb in the imperative mood while performing the action corresponding to the given verb.  
Stage III. Children repeat movements and the form of the verb after the teacher.  
Stage IV. The method is applicable for the entire chain of verbs. | This technique has a narrow field of application. It is most often used to learn verb conjugation in the Imperative Mood as these forms are especially difficult to memorize.  
You need to pronounce verbs in the Imperative Mood clearly, laying stress onto the endings so that children hear the appropriate endings in the verbs. The instructor, taking into account the class level of training, chooses the frequency of repetitions of the verb chain. |
| 3   | Visualization | Stage I. If we talk about creating new visualizations, then for a start, the teacher involves linking unfamiliar lexical and grammatical material with familiar already, similar or absurd images.  
Stage II. It must be noted that students must first know the vocabulary before semantization for the strategy to be effective.  
Stage III. The teacher presents visualization on the screen or on the blackboard that will help in memorizing. It should be given a conventional name if it is a living being. Then, with the help of this image the teacher carries out semantization of the phenomenon.  
Stage IV. The clarification is given on cases when this visual image can be used to recall the material introduced at the lesson. | This strategy is universal and can be applied to almost any topic.  
The more absurd and funnier the visualization, the better it will be remembered. Due to a conventional name it is easier for children to recollect the rule or the discussed vocabulary. |
| 4   | Personalization | Stage I. At the preparatory stage the teacher identifies what traits of a person's character can be attributed to the elements of a grammatical rule so that these traits could clarify the rule (word order, rule for the moods formation).  
Stage II. In the lesson a sentence with the grammatical rule is introduced and disassembled into its constituent elements.  
Stage III. The teacher endows the resulting elements with character traits, which include an explanation of the rule. Basically, one needs to answer the question, for example: what kind of person would an auxiliary verb be, if it were a Human?  
Stage IV. The clarification is given on cases when this visual image can be used to recall the material introduced at the lesson. | Can be implemented when explaining grammar rules |
| 5   | Quasi-words formation | Stage I. The teacher prepares quasi-words related the topic of the lesson.  
Stage II. In the lesson after introducing the selected unknown material, the teacher provides the students with a prepared quasi-word, explaining why and how to use it to understand a grammatical phenomenon fully or remember a lexical unit effectively.  
Stage III. While doing exercises the teacher repeatedly reminds of the quasi-word encouraging the students to apply it. | Quasi-words are formed by mixing word stems of the studied vocabulary or elements of a grammatical phenomenon with consonant words of the Russian language.  
One could vote for using a quasi-word separately, focusing only on memorization. To carry out semantization, you’d better use it as a phrase or sentence so that the lexical and grammatical material of the lesson could be explained. |
| 6   | Method of loci | Stage I. The students are offered a chain of words that may not be related to each other, but somehow relate to the topic of the lesson or of the unit.  
Stage II. Then the students sketch out their apartments and the furniture in them, leaving space for notes on these plans.  
Stage III. Somewhere in the sketch above some piece of furniture or some area they write a word from that chain, as if “putting” the proposed word on a piece of furniture.  
Stage IV. At the last stage, for five minutes the students try to recall the location of their words by saying in German “Auf dem Tisch habe ich den Verlag” or in English “I have a publishing house on the table”. | The method is based on mental-spatial associations, the purpose of which is reconstructing, relating and further retrieving. |
| 7   | Mnemonic associations | Stage I. The teacher prepares mnemonic associations for a number of words related to the topic of the lesson. You can come up with them yourself or find them on a special website.  
Stage II. The teacher displays the prepared mnemonic association on an interactive board, naming it "a mnemonic phrase". At the initial stage of working with mnemonic phrases, their concept is explained.  
Stage III. The revision of the discussed vocabulary. You can suggest students recall the mnemonic phrases for more meaningful task fulfillment. | Associations of this kind contain a quasi-word and represent a short sentence or phrase that contains the auditory image of a new word and its translation. Most often they are used for semantization and memorization of vocabulary. |

Source: Search data.
CONCLUSION
The experience of using mnemonic strategies in teaching foreign language and the results obtained allow us to speak about their practical feasibility and effectiveness. In addition, implementation of mnemonic technics is designed to increase motivation for learning foreign languages and to enhance a student’s formal reasoning skills and creative abilities. Mnemons are an effective study tool in order to remember information, as well as an important component in developing language competence in general. The application of various mnemonic techniques provides diversity at the lesson, creates a special emotional background, vivid imagery and associativity.

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**Resumo**
Atualmente, a escola está profundamente preocupada com o uso de instrução mnemônica para ajudar a lembrar fenômenos linguísticos em uma língua estrangeira. O artigo discute em detalhes os mnemônicos e as formas de usá-los nas aulas de inglês e alemão na fase de ensino de fenômenos lexicais e gramaticais, abrangendo estratégias mnemônicas que ajudam a lembrar vocabulário e gramática desconhecidos dos idiomas inglês e alemão de forma mais eficaz e eficiente e facilmente, descreve algoritmos para trabalhar com vários dispositivos mnemônicos e dá uma referência sobre as possibilidades de sua modificação. Os resultados obtidos comprovam que as técnicas mnemônicas são uma ferramenta de estudo eficaz que pode ser utilizada com alunos falantes de russo na aprendizagem de inglês e alemão.

**Palavras-chave:** Língua estrangeira. Mnemônicos. Técnica mnemônica. Competências léxico-gramaticais. Memorização.

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**Abstract**
Currently the school is acutely concerned with the use of mnemonic instruction to help remember linguistic phenomena in a foreign language. The article discusses in detail mnemonics and the ways of using them at lessons on English and German at the stage of teaching lexical and grammatical phenomena, ranges mnemonic strategies that assist to remember unfamiliar vocabulary and grammar of the English and German languages more effectively, efficiently and easily, describes algorithms for working with various mnemonic devices, and gives a reference on the possibilities of their modification. The results obtained prove mnemonic techniques are an effective study tool which can be utilized by Russian-speaking students in learning English and German.

**Keywords:** Foreign language. Mnemonics. Mnemonic technique. Lexico-grammatical skills. Memorization.

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**Resumen**
Actualmente, la escuela está muy preocupada por el uso de la instrucción mnemotécnica para ayudar a recordar los fenómenos lingüísticos en un idioma extranjero. El artículo analiza en detalle los mnemónicos y las formas de usarlos en las lecciones de inglés y alemán en la etapa de enseñanza de fenómenos léxicos y gramaticales, rangos de estrategias mnemotécnicas que ayudan a recordar vocabulario y gramática desconocidos de los idiomas inglés y alemán de manera más efectiva y eficiente, y fácilmente, describe algoritmos para trabajar con varios dispositivos mnemónicos y da una referencia sobre las posibilidades de su modificación. Los resultados obtenidos demuestran que las técnicas mnemotécnicas son una herramienta de estudio eficaz que se puede utilizar con estudiantes de habla rusa para aprender inglés y alemán.

**Palabras-clave:** Lengua extranjera. Mnemotécnica. Técnica mnemotécnica. Habilidades léxico-gramaticales. Memorización.