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A NEW APPROACH TO MEMORIZATION OF FOREIGN VOCATIONAL VOCABULARY FOR STUDENTS OF TECHNICAL UNIVERSITIES

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Анотація

У даній статті розглянуто деякі питання ефективності використання асоціативних методів запам'ятовування іноземної фахової лексики в технічних вишах.

Ключові слова: асоціативні методи, фахова лексика, іноземні мови, мнемонічні дії.

Abstract:

The questions of the effective use of associative methods of foreign vocational vocabulary memorizing in technical universities are considered in this article.

Key words: associative methods, specialized vocabulary, foreign languages, mnemonic actions.

The practice of foreign languages teaching shows us that the study of some words involves some difficulties for students; these lexical units are badly remembered or quickly forgotten. It is also known that it is difficult to teach unmatched, unsystematic lexical material. Therefore, it is not necessary to let the process of studying words into gravity, limited to the dry introduction of the new vocabulary, and then to contemplate the indignantly confused faces of students when they encounter this vocabulary in the text and in exercises.

We deal with older people, in whom their childish, illogical, desultory type of memory has already become dull, and the logical type of memory prevails. So it's not enough for them to just repeat the new word, but you need to logically understand this word, to associate it with something familiar to someone.

It will not be too much to confess that not all of our students have brilliant abilities. They do not remember the words, not because they simply can not memorize. In our opinion, this is due to the fact that they have not yet learned to use their new kind of memory.

We, teachers of foreign languages, should help them learn the words, and most importantly teach them how to use their "new" memory. From our own experience we see that even seemingly "hopeless" students, with the using of right approach successfully mastering the new vocabulary.

There are several types of activities to learn and memorize new words. Each of these methods is optimal for a particular group of words. To begin with, let's consider what affects the memory on the English vocabulary:

1) *length* of the word: short words are remembered faster than long, but faster forgotten too, because they are mixed with other, also short words.

2) *abstraction* or *concreteness*: easier to remember words whose images are easy to call.

3) *belonging to different parts of the language*: English nouns are best remembered, and short adjectives the worst.

Let's start with recommendations for memorizing specific nouns. The best way to do this is to use the *background method*. The background may be a home, a street, a native university, a hometown – that is, "painfully familiar" environment.

By teaching students, specializing in programming, we offer them from the very beginning to imagine their permanent workplace by the computer – whether in their own room or in a computer classroom – and gradually fill it in English words.

As a rule, students have to study 10-15 words devoted to a certain topic at a time. For example, when we study the details of the system unit, we are introducing how we take the case of the system unit and place it in the trunk, ALU, memory unit on the magnetic core, the main memory, random access memory, read only memory, and so on. Then we imaginary cover the case of the system unit. When we repeat or check the words, we seem to reopen the system unit and collect the English names of the components, first in the order in which they were arranged, and then selectively. So it is possible to study verbs, only

then we focus attention on our imaginary actions, and better on the sequence of actions from which "a film" is derived.

As new words appear to mark objects that are not already in the imaginary workplace, we suggest that students put these objects into their fantasy world. For example, replace the usual keyboard with stand-alone keyboard. How they do it depends on their own imagination; and remember: the brighter the picture, the better the word is remembered.

After introducing the new vocabulary this way, it should be repeated in 2 days and then in two weeks.

But despite the above method, students may have a problem with memorizing the English word itself and recognizing its meaning. The most common reason is that they can not tie this word to what they already know. In short, they do not find the appropriate association. We have to teach them to create their own associations, using their imagination.

First of all, you need to give them a simple instruction about certain mnemonic actions, so that they understand the basic principle of the method. It may sound like this: "Look carefully at this English word and try to find in its form, sound, or its parts something, which is somehow related to its meaning. Then come up with a short but bright cartoon that will help you remember the word along with its meaning." Here is an example. Take the word *tilt* – a slope; it is a bit like the word *тіло* (body); and then – a bright cartoon, in which the drunken *body* stands "*tilting*". Complex words should be divided into parts. Here are the associations that occur in most students with the word *adjustment* – regulation, setting: *just* (fair) or simply "*ment*" (мент) regulates traffic.

When introducing new words by association method, it is appropriate to follow the following steps: 1) write words on the board; 2) give an example with the first word; 3) create associations up to 2-3 words together with the students; 3) invite students to devise their own associations to the rest of the words; 4) recollect the associations to the words and their meanings at the end of the lesson.

It is better not to impose on the students our own associations, but it will be good to have in stock ready "cartoons", so that you can quickly help students, without losing the dynamics of the lesson. The main requirement is brightness, "shock" and, to be ridiculous, because laughter breaks ice.

The proposed methods, in our opinion, allow us to effectively master the lexical material, and to preserve skills and abilities for a longer period.

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