

Using of some methods for memorizing vocabulary

Scientific advisor: Sattarova Saodat Narzullayevna

Student: Berdiyeva Mohinur Obloqul qizi

Samarkand State Institute of Foreign Languages

Abstract: In these days, a number of students are learning second language as well as this way has a lot of difficulties. The findings of the study indicate that students prefer to engage in the vocabulary learning strategies that would be most appealing to them and that would entail less manipulation of the language. Of the four vocabulary memorizing strategies cited in the study rote repetition, structural associations, semantic strategies, and mnemonic keyword techniques, students apparently tended to favor the second and the third ones, though rote repetition remains appealing to some of them.

Keywords: Vocabulary, memory effectively, language, productive mastery, long-term memory, active strategies.

Vocabulary is by far the most sizable and unmanageable component in the learning of any language, whether foreign or one's mother tongue. No language acquisition can take place without the acquisition of lexis. As far as any of the world's major languages are concerned, every other aspect of language learning is dwarfed by the proliferation of different meanings in their tens of thousands, and the seemingly infinite shifts in meaning brought about by contextual variables. Language learners sometimes, if not often, feel that they cannot remember words that they attempt to learn. Such words are probably not committed to memory effectively, and not stored in such a way they may be easily retrievable when necessary. In order for learners to go about deepening their receptive or productive mastery of vocabulary items, they must first remember the words well enough to recognize them. A considerable amount of research has taken place since the late 1970s concerning vocabulary memorizing strategies. Among the earliest studies that focused on memory strategy for vocabulary are those by Cohen and Aphek whose main interest was use of association. In one study found that making associations and keeping using them were helpful to recall it. In another study found that more successful associations would be the ones in which two items were closer in sound or meaning, or which had an emotional impact on the learner. Based on the studies and reports cited above it can be reasonably concluded that association, as one of the most useful strategies for vocabulary learning is frequently used by language learners in their attempts to commit words to long-term memory. The findings and reports cited above also indicate that rote-repetition, as a traditional way of vocabulary-learning strategies, is still favored by many language learners, especially those at the initial and intermediate stages. Language learners always seek the way they find most helpful for expanding and maintaining their knowledge of the lexicon.

Here are some tips to help you remember vocabulary:

- Keep an organized vocabulary notebook.
- Look at the words again after 24 hours, after one week and after one month.
- Read, read, read. The more times you 'see' a word the more easily you will remember it. Use the new words. You need to use a new word about ten times before you remember it!
- Do word puzzles and games like crosswords, anagrams and word searches.
- Make word cards and take them with you. Read them on the bus or when you are waiting for your friends.
- Learn words with a friend. It can be more fun and easier to learn with someone else.
- Learn how to use a dictionary. What information is next to a word in the dictionary? Do you know the different types of dictionary?
- Learn a few words but not too many. About eight new words a day is a good number.

Students at university level get to favor the associational patterns for learning words. Words are stored and remembered in a network of associations. The creation of associations and the continual use of the associations either structurally or semantically enable the learners to retain more words over time. The findings from the students' answers indicate that learning words by associational patterns has gradually replaced most of rote learning forms, which dominated their vocabulary learning when they learned English at middle school. The study shows that many of the traditional forms related to rote repetition have been out of most of the students' favor as their answers show that they held a negative view of many conventional rote learning methods. Learning words in a mechanical fashion not only takes more time but also is easy to forget. The findings suggest that the use of associational patterns for memorizing words is really helpful for learners to retain more words over time. Keyword mnemonic technique, which has proven effective based on the reports of some researchers, however, is rather unpopular with many language learners. As compared with other word memorizing strategies such as rote repetition, and word associations, keyword mnemonic device has been introduced to China's foreign language education only in recent years, so it is still quite new in language teaching and learning. Students have not got used to this kind of word learning strategy as it would involve them in more active use of the language. The results of the study have shown that the two most frequently used strategies overall are structural associations and semantic strategies followed by rote repetition. The appearance of a rote strategy among the strategies that students would use when they were involved in word list memorization is of considerable interest in that it indicates that students sometimes were not transforming or otherwise engaging the learning material in an active manner. In general, it seems that some of the more frequently used strategies entail less active manipulation of the learning task, and that active strategies that should lead to greater learning are infrequently used.

Reference:

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