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Mnemotechnique Techniques in Pedagogical Work with Primary School Students

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Annotation. The article summarizes the experience of testing various methods of mnemonics in the classroom with children of primary school age who have learning difficulties. An analysis is made of the principles, methods and techniques of mnemonics, as well as forms of work with children's parents. The ways of compiling and memorizing developing mnemonic tables are considered.

Keywords: mnemonics, primary school age, mnemonic table, pedagogical work.

Often, learning the native language does not arouse interest in most students. A lot of cumbersome rules, a large number of exceptions, a large proportion of speech usage that cannot be generalized - all this negatively affects the study of the subject, inspiring "fear and disgust", and as a result - the deterioration of students' literacy.

The most important task of pedagogical science is to improve the planning of the learning process as a whole and to increase the efficiency of managing the cognitive activity of students. The condition for success, no doubt, is not only the store of knowledge, skills, the ability to find information and work with it, but also creativity, the ability to approach problem solving creatively. That is why student-centered, developing educational technologies, which are based on attention to the subjectivity of the student, to the development of his competencies, are becoming more and more in demand. One such technology is mnemonics.

Mnemonics is a system of methods and techniques that ensure effective memorization, storage and reproduction of information, and of course the development of speech. It is necessary to emphasize the closest connection between mnemonic reception and interest in the lesson, because the internal reserves of mnemonics are unique, rich, diverse (this is a change of activity, and emotional upsurge, and colorful imagery, and vivid associativity, and accessibility, and simplicity, etc.). The grain of success lies in the fact that the mnemonic device does not leave schoolchildren indifferent, indifferent, in other words, makes them interested. After all, it is well known that knowledge acquired without interest does not become an active property of a person, but lies down as a dead, frozen load, unsuitable for use. The word is formed on behalf of the ancient Greek goddess of memory Mnemosyne - the mother of nine muses.

In our work, we often encounter such problems in the development of children who have difficulties in learning their native language and reading, such as:

- poor vocabulary;
- inability to coordinate words in a sentence;
- violation of sound pronunciation;
- inability to construct a monologue;
- poor dialogic speech;
- poor development of coherent speech;
- unformed mental processes;
- violation of the pace of activity;
- rapid exhaustion during intense mental activity;
- possible violation of the formation of learning skills: dyslexia, dysgraphia, dyscalculia;
- imperfection of different kinds of thinking.

The techniques of mnemonics will help students overcome these problems, help them better understand the educational material.

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Work with children.

Mnemonics, or mnemonics, translated from Greek - "the art of memorization." Mnemonics is a system of methods and techniques that ensure the effective memorization, storage and reproduction of information. During the lessons various methods of mnemonics were tested. Speaking about the classification of mnemonics techniques, it should be understood that this division into groups is conditional. Of course, there are mnemonics that fit well into the boundaries of a particular group, but sometimes one mnemonic contains elements of several groups.

Researchers distinguish the following methods of mnemonics in the lessons of the native language: associative drawings (mnemotables or a graphic method), sound associations (or the keyword method), a combined method, "letter-images", a list method, rhymes, fairy tales - associations, schematic - picture mnemonics , "material", "finger" mnemonics.

In our work, we have considered several of the listed mnemonics

Working with teachers and parents

1. Consultation for teachers and parents "Using a mnemonic table when memorizing poems and retelling the text."

2. Consultation "Does your child speak correctly?".

3. Recommendations of teachers of parents "How to memorize poems with children?" 4. Seminar "Mnemonics - an effective technique for the development of coherent speech"

4. Consultation for teachers "The use of mnemonics in the lessons of the native language"

5. Master class "The use of mnemonics in the development of coherent speech."

As is known from psychology, different types of memory (visual, auditory, motor, verbal, emotional-figurative) are leading among schoolchildren, and therefore the channels for perceiving and processing information in children are not the same. Everyone has their own most familiar way of receiving and processing information. According to this approach, children are assigned to one of three groups in accordance with the most familiar way of obtaining information. There are "visuals" (mainly based on the visual channel of perception), "audials" (focused mainly on hearing) and "kinesthetics" (preferring the sensations of the body and movement).

Focusing on associative, figurative connections leads to a deeper processing of the lesson material and longer (very often involuntary) memorization. Thanks to the transformation of the educational material into the form of a visual visual image or comparing it with the already existing knowledge on the principle of associations, mnemonics provides greater consistency, awareness of the assimilation of new knowledge in all three categories of students, because all three channels of information perception are involved: auditory (pronunciation of information), visual (visual perception of information), kinesthetic (coding and sketching of information), causing interest in the material being studied. Information “passed through” not only through logic, but also through imagination, emotions (internal visibility), is retained in memory more firmly, longer. Abstract objects, facts are replaced by images that have a visual, auditory or kinesthetic representation. Most people find it difficult to remember words with an unknown, abstract meaning. Memorized information disappears from memory after a few days. For strong and easy memorization, one should fill the word with content (using mnemonics techniques). Associate it with specific bright visual, sound images, with strong sensations.

Mnemonics performs an auxiliary function in the classroom, but for some students its role is much more serious. Orientation to the individual and age characteristics of schoolchildren in the learning process, the use of special techniques and methods in working with them that correspond to their individual characteristics, is the basis of nature-friendly learning.

Basic principles and rules of mnemonics:

1. It is easier and better to remember what is well presented.

2. It is easier and better to remember what you have to act with, manipulate.

1. Memorization is better in the recoded (transformed) form, and not in the one in which it is presented.

2. It is better to remember what is well understood.

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3. It is better to remember what you managed to connect, link, tie.

The operational composition of a mnemonic action as a unit of arbitrary memorization was studied by professor of psychology V.Ya. Laudis:

Stage 1 - associated with orientation in the material and the correlation of its elements to the categories of one's own experience.

Stage 2 - selection of groups based on the similarity of elements for some reason.

Stage 3 - the establishment of intra-group relations of elements and the acquisition of groups on this basis.

Stage 4 - the establishment of intergroup relations, this stage completes the systematization of the material.

Currently, a large number of methods and techniques have been developed to facilitate memorization.

Methods of mnemonics:

• Croque method (from the French croquis - drawing, diagram, sketch) - a method of symbolization or a method of picture writing.

When children draw sketch diagrams of objects, animals, people, phenomena, concepts, they easily restore in memory everything that they have sketched. When working according to the crotting method, several complex thought processes are simultaneously turned on at once. The symbolization technique is one of the most common mnemonic techniques, which is used by almost everyone. Symbolization technique refers to the first stage of memorization - to the stage of encoding information into visual images. In total, four stages of memorization are distinguished when using this method:

- coding into images (preparation for memorization);
- connection of images in the imagination (memorization);
- remembering the sequence of information;
- fixing information in the brain.

Symbolization or coding is the preparation of information for memorization,

• A method that uses imaginative thinking (eidetism or eidotechnics)

- this is a kind of figurative memory, which consists in the possibility of reproducing a vivid visual image of an object after the cessation of its impact on the senses.

The phenomenon of eidetism is quite widespread, especially in childhood. Eidetism is one of the main "whales" of the formation of intelligence.

Let's imagine an image. For example, a cat. At first there is only a conventional designation. Now once again imagine the same object (cat), take a closer look at it. Now we have seen the color, dimensions, etc. Thus, when restoring an image in memory, the thought manages to go through several stages of development:

- designation ("cat");
- coloring (remember some particular cat, its color);
- "revitalization" (we have already seen what she does);
- enrichment with details (what the cat lies on, where it is located);
- entry into the image (now the cat is us);
- image management.

• The method of associative chains (or the method of "nonsense")

It lies in the fact that the words are associated with one another in a small funny story or fairy tale. Moreover, the words 1st are connected with the 2nd, 2nd with the 3rd, etc., without jumping. In such a game, children quickly memorize a chain of words.

For example, compose a “nonsense” story to memorize exception words to the rule: “Spelling O-Yo after hissing at the root.” The student made up the following story: “The glutton ate gooseberries, and he began to have heartburn. Heartburn caused a burn. The Scot put on shorts, went into the slum, heard a rustle, and he had a shock. The jockey had a hood with a crooked seam from a ramrod. The juggler juggled with rattles.

• Method of transformation (transformation)

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This method develops not only memory, but also logical thinking, since it is based on the ability to establish cause-and-effect relationships. Words, as it were, follow one from the other, there is something in common between them, something that connects them.

• Method of Cicero (linking information in space)

- The essence of the method of Cicero in the imaginary placement of images in a particular place or room.

For example, mentally lay out in the room objects that have names that refer to dictionary words: cucumber, tomato, bed, sofa, etc. Thus, you can memorize poems or entire texts, parts of which you need to mentally “lay out” in the sequence in which the furniture is arranged in your room. Then this text is easily restored in memory.

• Support method (alphanumeric method)

- Children remember information by linking the meaning of certain words, sounds, numbers, etc. One of the easiest tricks for remembering numbers, dates, phone numbers. It is necessary to assign a letter to each number, remember them. And then, when memorizing, you will need to come up with words that begin with the right letters. Next, you simply come up with a sentence where each word begins with the desired letter (similar to "Every hunter wants to know where the pheasant sits"). Another method is the selection of words, where the number of letters matches the number that must be remembered. For example, “This sentence will help you remember the number 830795” (“for example” - 8 letters, “this” - 3 letters, etc.). Zero is a word with more than 10 letters (“sentence”). This method requires a certain amount of time, because you will need to select words for the required number of letters and make a sentence out of them. On the other hand, you do not have to memorize any images, but only your own sentence.

Examples of the use of the "crooking" method are mnemonic square, mnemonic track, mnemonic table, collage.

A mnemonic table is a scheme that contains certain information. The essence of the mnemonic scheme is as follows: for each word or small phrase, a picture (image) is thought up; thus, the whole text is sketched schematically, looking at these diagrams - drawings, the child easily remembers the information. Mnemotables can be presented in three versions:

A mnemonic square is a structural unit of a mnemonic track or mnemonic table. This is a separate schematic simple drawing with certain information. Each image represents a word, a combination of words, or a simple short sentence.

Mnemonic tracks are a collage consisting of 3-4 images. It helps kids learn how to write stories.

A collage is a certain format of cardboard or a thick sheet of paper on which various pictures, letters, geometric shapes, numbers are pasted or superimposed, drawn. The main task of the collage is to connect, i.e. link all the pictures together. Thus, the plot method of memorization is processed.

Mnemotables can be used:

• to familiarize children with the outside world;
• when memorizing poetry;
• when retelling fiction;
• in teaching storytelling;
• when guessing and guessing riddles;
• to enrich vocabulary;
• when teaching the composition of the number;
• when educating cultural and hygienic skills;
• when educating self-service skills;
• when getting acquainted with the basics of life safety.

Methods for compiling and memorizing developing mnemonic tables:

- plot method (drawing up a plot in a row or in a certain order);
- method of logical connections (whole - part, search for patterns, logical examples);
- method of transformation (transformation of symbols);
- color mnemotables (color associations are used);
- thematic mnemonic tables (information on a certain topic is included);
- informational (any information).

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In order for a mnemonic table, as a visual and practical means of cognition, to fulfill its function, it must meet a number of requirements: clearly reflect the main properties and relationships that must be mastered with its help; be easy to perceive and accessible for reproduction and actions with it; development of children.

Working with the mnemonic table takes place in several stages:

I stage. Examining the table and analyzing what is shown on it.

II stage. Implementation of information recoding (conversion from abstract symbols to images).

III stage. Retelling based on symbols (images), i.e., memorization methods are being worked out.

IV stage. Graphic sketch of the mimic table.

V stage. Each table can be reproduced by the child when it is shown.

With the help of mnemotables:

• Children learn to compose stories, retell literary works, memorize poems, children have a desire to retell texts.

• Children expand their knowledge of the world around them.

• Can build an utterance algorithm. Children learn to correctly formulate their thoughts in the form of a sentence.

• Children's vocabulary increases. Children begin to use all parts of speech, although so far they do not always use them accurately. Children learn general concepts. Rarely replace generic concepts with species, phrases or sentences. Some tasks for the selection of cognate words, synonyms, the formation of complex words become available to them.

• The grammatical structure improves, children make less mistakes in matching adjectives with nouns in gender, number, case, correctly use prepositions in active speech, skip and replace them less often.

• Mental processes and abilities develop: observation, logical and figurative thinking, attention, creative imagination, memory, perseverance.

• In children, mental activity, intelligence, observation, the ability to compare, highlight significant features increases.

• Improves fine motor skills, as children themselves draw graphic diagrams.

• Children learn to recode information, ie. transform abstract symbols into images.

• Children overcome shyness, shyness, freely hold themselves in front of the audience.

As practice has shown, this technique greatly facilitates the search for and memorization of words, sentences and texts for children.

Mnemotables:

• are didactic material for the development of speech;

• they can be used to replenish vocabulary and develop speech;

• use in teaching retelling and compiling stories, learning by heart;

With the help of mnemotables, you can solve such problems as:

1. Development of speech and replenishment of vocabulary.
2. Convert images to symbols.
3. Development of memory, attention and imaginative thinking.
4. Development of fine motor skills.

Problems in the speech of children:

• Monosyllabic speech consisting of only simple sentences.

• Failure to grammatically construct a common sentence.

• Poverty of speech. Insufficient vocabulary.

• The use of non-literary words and expressions.

• Poor dialogic speech: inability to formulate a question competently and in an accessible way, build a short or detailed answer.

• Inability to build a monologue: for example, a plot or descriptive story on the proposed topic, retelling the text in your own words.

• Lack of logical substantiation of their statements and conclusions.

• Lack of speech culture skills: inability to use intonation, adjust the volume of the voice and the pace of speech, etc.

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• Poor diction.

This technology has:

1. The theoretical basis - based on the idea of the complex and active nature of memorization processes, which are based in a person on a number of cooperative apparatuses of the cerebral cortex, it opens up wide opportunities for more effective memorization of a poetic text by children, even, most importantly, children with problems in development.

2. Forms imagination, understanding of what you hear; the ability to store received information in memory;

1. Develops imaginative thinking, creative abilities of children, visual memory.

Distinctive features of the technology:

-has a clear theoretical and experimental justification;

- memorization techniques are individualized;

- figurative codes are widely used to ensure quick memorization;

- the concept of “memorization skill” was introduced and an accurate system for monitoring the memorization skill was developed.

Mnemonics helps to develop:

- associative thinking
- visual and auditory memory
- visual and auditory attention
- imagination

The main processes of memory are memorization, preservation, recognition and reproduction of the received information. In their totality, they form a mnemonic process, which is closely connected with thinking and speech. Memory productivity is determined by the volume and speed of memorization, the duration of storage, the speed of recognition, and the readiness to accurately and clearly reproduce the stored material.

Each person has an individual memory, these differences are characterized by: the speed of memorization, and the strength of preservation and ease of reproduction of the information received. This is due to both the innate features of higher nervous activity, as well as education and training. As a psychological process, memory develops gradually and in stages, each subsequent stage is based on the previous one, which basically forms a system.

Memory is of great importance in the educational and cognitive activity of the child. It is an important condition for his development and the formation of his personality. In this regard, preschool age is a favorable period for the development of children's memory. For preschool children, a characteristic type of memory is figurative memory. At the beginning of preschool age, it is involuntary and selective. But at an older age, the formation of arbitrariness occurs, the images in memory acquire a holistic and generalized form. Through direct interaction and communication with adults and peers, the child masters the mechanisms of remembering, storing and reproducing information. And purposeful and systematic education of children allows the child to master new ways of mnemonic activity. Memory becomes a separate type of mental activity of the child. The use of mnemotechnical means allows creating the most favorable conditions for mastering arbitrary memorization and reproduction, as well as effectively increasing the level of development of figurative memory.

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