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«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»

студенттер мен жас ғалымдардың
XII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XII Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ – 2017»

PROCEEDINGS
of the XII International Scientific Conference
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«SCIENCE AND EDUCATION - 2017»

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Жинаққа студенттердің, магистранттардың, докоранттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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native speakers of this language live. As a result, of the use of English mainly in countries where this language is not native, it will inevitably lead to such changes in the global English language (apparently, in the direction of simplification) that soon it will have little in common with the original English roots. However, it is important to take into account that ignorance of global English can soon prove to be a serious obstacle for social adaptation and personal development in a new global world. So global English is gradually becoming the most common language the second language of all humanity.

Today, around 1.5 billion people speak English in the world. In 90 countries, English either is a second language or is widely studied. In France, in public secondary schools, students are required to study English or German for four years, most - at least 85% - choose English.In Japan, students must learn English for six years before graduating from high school. In Russia, where learning foreign languages for children is compulsory, most learn English. In Norway, Sweden and Denmark necessarily learn English. Of allEuropean countries, not counting Great Britain, Holland is in first place in terms of the number of those who know English. Since Portugal joined the European Community, the demand for English lessons has replaced the demand for French lessons. The most accurate factor in accelerating the development of a universal way of life is the spread of English. If English becomes the main language of communication, the consequences of this are obvious: the cultures of English-speaking countries will be dominant throughout the world.

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UDC 800

THE ROLE OF MNEMONICS IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

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Introduction

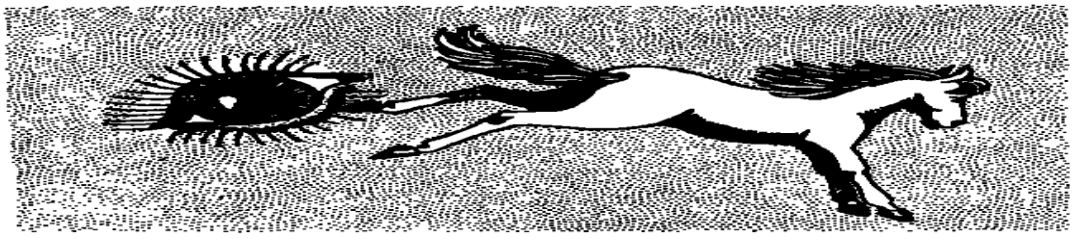
The term *mnemotechnics* (from the Greek word μνήμων “mnēmōn,” mindful) refers to a group of mnemonic devices, that is, tools and techniques which aid memorization. These techniques commonly rely on associations relating the items to be remembered to other entities, thus making them easier to store and recall. Buzan (1991, p. 18) enumerated some basic principles behind any mnemonic system which might improve all aspects of learning. Among such principles he listed: senses, movement, association, structure, imagery, positive images and imagination. Senses were mentioned as it is believed that stimulating vision, hearing, sound rhythm, smell, taste and touch helps in creating and remembering images. In case of movement it was shown that moving images can capture one’s attention while association, that is linking the new information to the already existing one, aids memorization process. The same time by implementing structure, order or sequence it is easier to access any piece of information learned. Imagery aids remembering by using personal references, color or symbolism and imagination, especially exaggeration of size, shape or

sound enhance images in memory what might also contribute to memorization process. It needs to be remembered that the brain has a tendency to avoid negative associations, therefore positive images should be used at all times (Turner, 2001, p. 230). Some typical tasks using mentioned above principles could be using of acronyms (an invented combination of letters with each letter acting as a cue to an idea one wants to remember), acrostics (an invented sentence where the first letter of each word is a cue to an idea), loci method (imagining placing the items one wants to remember in specific locations a given person is familiar with), or chaining (that is creating a story where each word or idea that is to be remembered will cue the next idea to be recalled). With regard to second-language learning, various mnemotechnics were employed as second-language learning strategies to enable learners to remember and retrieve language items (Rieder-Bünemann, 2012, p. 2291). Some of these strategies involve creating mental links between language items, like categorizing words into meaningful units, while others involve applying images. the method of loci: using a set of locations for remembering a sequence of words) and sounds (e.g.: using rhymes to remember difficult spellings) as well as employing action and using physical response. Another quite popular mnemonic method is the keyword method that is based on selecting the foreign word to be memorized and identifying an English word that is similar in sound to the foreign one and creating an image that involves the key word with the English meaning of the foreign word.

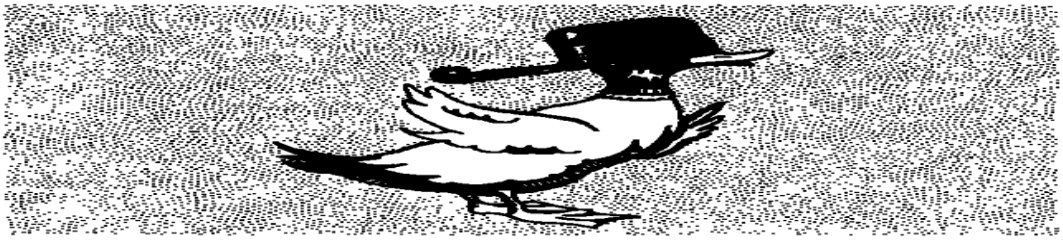
The Keyword Method

By a keyword I mean your native language word that sounds like some part of the foreign word. In general, the keyword has no relationship to the foreign word except for the fact that it is similar in sound. The keyword method divides vocabulary learning into two stages. The first stage requires the subject to associate the spoken foreign word with the keyword, an association that is formed quickly because of acoustic similarity. The second stage requires the subject to form a mental Image of the keyword "interacting" with the English translation. This stage is comparable to a paired-associate procedure involving the learning of unrelated English words. To summarize, the keyword method can be described as a chain of two links connecting a foreign word to its English translation. The spoken foreign word is linked to the keyword by a similarity in sound, and in turn the keyword is linked to the English translation by a mental image.

Let me consider a few examples from Spanish, the language that I am currently learning. In Spanish the word *cabello* (pronounced like "cob-eye-yo") means horse. The pronunciation of the Spanish word contains a sound that resembles the English word eye. Employing the English word eye as the keyword, one might form a mental image of something like a cyclopean eye winking in the forehead of a horse, or a horse kicking a giant eye. One more example is a Spanish word pato (pronounced something like "pot-o"). With the English word *pot* as the keyword, one might image a duck hiding under an overturned flower pot with its webbed feet and tufted tail sticking out below.



CABALLO — eye — HORSE



PATO — pot — DUCK

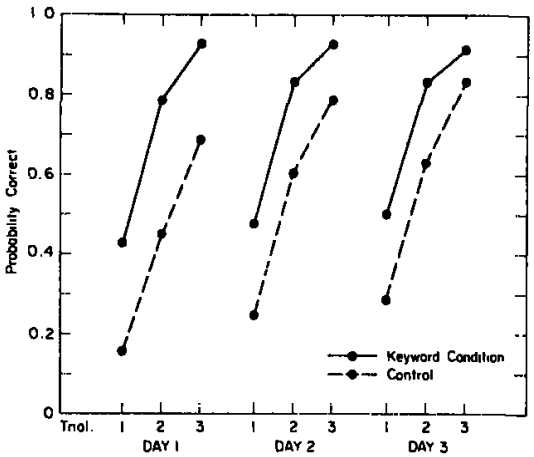
Picture 1. Illustrations of how mental images can be used to associate a spoken Spanish word with its English translation.

The professor of Stanford University Richard C. Atkinson conducted several experiments on the keyword method. In one of the experiments, subjects learned a vocabulary of 120 Russian words; the total vocabulary was divided into 3 comparable 40-word subvocabularies for presentation on separate days. The experiment was run under computer control and involved two independent groups of subjects – a keyword group and a control group. The computer presented prerecorded Russian words through headphones; keyword and English translations were presented on a cathode-ray-tube (CRT) display; and the subject entered his responses into the computer by means of a typerwriter keyboard.

The experiment began with an introductory session during which subjects were familiarized with the equipment and given some instruction in Russian phonics; subjects in the keyword group were also given instructions on the keyword method. On each of the following 3 days, one of the subvocabularies was presented for a cycle of three study/test trials. The study part of a trial consisted of a run through the subvocabulary; each Russian word was pronounced three times and simultaneously its English translation was displayed on the CRT. For the keyword subjects, the keyword, set off in brackets, was also displayed on the CRT. The test phase of a trial was exactly the same for both groups. It consisted of a run through the subvocabulary in which each Russian word was pronounced, and the subject had 15 seconds to type the translation; no feedback was given. A comprehensive test covering the entire vocabulary of 120 items was given on the fifth day of the experiment. Without warning, subjects were called back six weeks later for a second comprehensive test.

Russian	Keyword	Translation
STRANÁ	[strawman]	COUNTRY
LINKÓR	[Lincoln]	BATTLESHIP
DÉLO	[Jello]	AFFAIR
ZÁPAD	[zap it]	WEST
TOLPÁ	[tell pa]	CROWD
ROT	[rut]	MOUTH
GORÁ	[garage]	MOUNTAIN
DURÁK	[two rocks]	FOOL
ÓSEN'	[ocean]	AUTUMN
SÉVER	[saviour]	NORTH
DYM	[dim]	SMOKE
SELÓ	[seal law]	VILLAGE
GOLOVÁ	[Gulliver]	HEAD
TJÓTJA	[Churchill]	AUNT
PÓEZD	[poised]	TRAIN
CHELOVÉK	[chilly back]	PERSON

Table 1. Sixteen items from the Russian Vocabulary wit Related Keywords



Picture 2. Probability of a correct response over test trial on Day 1, Day 2, Day 3

Picture 2 presents the probability of a correct response over test trials for each of the three instructional sessions. The keyword group in all cases obtained superior scores. In fact, each day the

keyword group learned more words in two study trials than the control group did in three trials.

Table 2 gives results for the comprehensive test and for the delayed comprehensive test given six weeks later.

Vocabulary	Comprehensive test		Delayed comprehensive test	
	Keyword	Control	Keyword	Control
First subvocabulary	.64	.33	.48	.25
Second subvocabulary	.70	.43	.44	.30
Third subvocabulary	.81	.63	.36	.29
Total vocabulary	.72	.46	.43	.28

Table 2. Probability of a Correct Response on the Comprehensive and Delayed Comprehensive tests as a Function of Experimental Treatment and Study Order

The Memory Palace Method

One of the most powerful types of mnemonics is the Memory Palace. You can use a memory palace to memorize hundreds of words and phrases from your language of choice at will.

Sometime during 556-468 BC, the Greek poet Simonides of Ceos attended a banquet to give a speech. Someone called him outside, and at that moment the roof caved in and crushed everyone left in the building.

Because Simonides used a special memory technique to hold the names of all the attendees and where they had been sitting, he was able to identify all the bodies. Simonides' achievement helped the bereaved families properly bury their dead.

And with this heroic act of memory, the idea using a building or Memory Palace to place, store and retrieve information was born.

In his book Learning German with Mnemonics**,** German teacher Peter Heinrich reports positive results amongst students who used mnemonics to learn and memorize German articles like der, die and das. As he points out, articles can be difficult to learn because as phonemes, they have no particular meaning.

But by using an image like a boxer to associate with all words that take the masculine article der, a skirt with die for feminine and fire for the neutral article das, students can make faster progress, because "der Bus" becomes a boxer pounding on a bus, die Flasche becomes a Coke bottle wearing a skirt and das Band becomes a ribbon covered in flames.

Heinrich found the retention rate of learners not using mnemonics was 47 percent, whereas students learning German verbs, adjectives and other points of grammar using mnemonics had an 82 percent retention rate.

A Memory Palace is an imaginary construct in your mind that's based on a real location. If you can see your bedroom in your mind, then you can build a Memory Palace. Within your Memory Palace, "stations" are locations like a bedroom or sitting room and the space between them is called a "journey". As you build your Memory Palace, you will leave words and phrases at these stations and then pick them up later on when you take a journey through your palace.

How to place words and phrases on each of the stations in our Memory Palace? To make these words and stations memorable, we're going to use the three classic principles of learning and memory. These are:

1. Paying attention in a special way to target words and phrases.
2. Encoding the sound and meaning of information using imagery and action so each word or phrase becomes memorable.
3. Decoding imagery and actions so you can move words and phrases into long-term memory.

To encode your information, create images that are large, bright, colorful, weird and filled with intense action. You can stick the images to a station in your Memory Palace and revisit them at

any time.

Conclusion

The aim of the present article was to present a short overview of the research concerning the use of mnemotechnics in language learning. Presented outcomes point to the fact that implementation of the mnemonics might be very beneficial, especially when it comes to acquisition of literacy skills in the first language and later on foreign language learning. Mnemonics were said to incorporate both logic and creativity into the classroom setting aiding language acquisition among right and left hemisphere dominant students. It is of crucial importance, as students who have right hemisphere dominance and are random, intuitive and divergent thinkers are disadvantaged when lessons are arranged in a logical, sequential manner. By introducing mnemonics into the language classroom we cater for different language learning preferences and both type of hemisphere dominant learners. This will allow students to exercise holistic thinking with, simultaneous engagement of both hemispheres.

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KOREAN LANGUAGE: DIFFERENCES BETWEEN NORTH AND SOUTH

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There is a total of 14 dialects of Korean language, however, linguistically speaking, the old, native language used on Jeju island (known as Tam-ra Kingdom (耽羅國) in ancient times) could be considered a separate branch of old Korean language and now considered to be different enough to be considered as a language on its own so it's more accurate to say there are 13 dialects which are mutually intelligible.

With the North Korean dialect, there is a standard one used in the media and in the city of Pyeongyang called the Cultural Speech (문화어; 文化語). This dialect is very similar to what was once used in Seoul back in 1950s and 1960s, but diverged, with the South Korean standard dialect (표준어; 標準語), a.k.a[1].

The Korean language has changed between the two states due to the length of time that North and South Korea have been separated.

Korean orthography, as defined by the Korean Language Society in 1933 in the "Proposal for Unified Korean Orthography" (Hangul: 한글 맞춤법 통일안; RR: Hangeul Matchumbeop Tong-iran) continued to be used by the North and the South after liberation of Korea in 1945, but with the establishments of the Democratic People's Republic of Korea and the Republic of Korea in 1948, the two states have taken on differing policies regarding the language. In 1954, North Korea set out