

**THE DEVELOPMENT OF STUDENTS' ENGLISH SPEECH SKILLS THROUGH
MNEMONIC EXERCISES*****Karlibayeva Alfiya Yermekbayevna****Doctoral student of Karakalpak State University named after Berdakh,
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Abstract: The student's readiness and experience, explicit guidance on how to look for material in their long-term memory, and the criteria for adding it to the system of previously learned information all affect how effective language acquisition is. In order to determine the relative positions of the components that comprise the whole, it is also advisable to employ grouping, categorization, conditional part division, schematization, and systematization techniques while teaching languages.

Key words: mnemonics, association, visual, motivation, pronunciation, information coding, memory, terminology, grouping, classification, speech, communicative.

INTRODUCTION:

This article is about mnemonic activities during the English lessons. Furthermore, the secret to mnemonics is to occasionally remember to repeat information that must be retained for a long time. One of the faults is to code the information first, then act out and repeat it multiple times over the course of the following few days, before confidently forgetting the visuals and what's behind them.

During the language education process, it is also recommended to use grouping, categorization, conditional partition of content into parts, schematization, and systematization approaches to establish the relative locations of the components that make up the total. The Karakalpak and Uzbek languages are compared to English via paired associative links.

METHODS:

Underlining text with color, size, volume, and numbering have all been effective techniques. Sayings, proverbs, clichés, and tongue twists can help in memory retention. Because there are linguistic groups and many words have a shared origin, connections are made based on sound, figurative, or semantic similarities when learning languages.

Clear instructions for searching for content in the student's long-term memory, standards for incorporating it into the previously learned knowledge system, and the student's preparedness and experience all have an impact on the effectiveness of language acquisition.

Mnemonics help in the following areas of language acquisition:

- Associative thinking,
- imagination, attention,
- memory,

- coherent speech.

Mnemonics abilities are comparable to how a computer works:

- tracking the duration of memorisation;
- transferring stored data;
- purposefully erasing stored data.

It should be highlighted that the most significant component of students' intellectual capacities and the factors that influence their cognitive talents are their acquired abilities to assimilate new information. The rigorous growth and construction of information processing skills is recognised as the primary goal in the educational process. Students' successful acquisition of knowledge, skills, and talents is a result of the educational process being adjusted to integrate mnemonic methods and techniques. This increases the role of the developmental part of education. Therefore, one of the most crucial aspects of education is the capacity to assimilate information effectively. Failure to do so can result in psychological issues, such as self-doubt, a decline in motivation for learning, and a decline in learning.

Utilising mnemonics allows people to digest information by utilising their innate creative and imaginative thinking talents, which helps them build self-learning abilities and boost their self-confidence. We believe that this makes it possible to categorise mnemonics as health-saving technology.

RESULTS:

In addition to stimulating students' interest, we believe that mnemonics and their methods and techniques can gradually and involuntarily force participants to use "incorrect," "unscientific," "illegal," and simplified ways of presenting new material using ICT. This helps participants understand the essence of the rule in the learning process and its practical application.

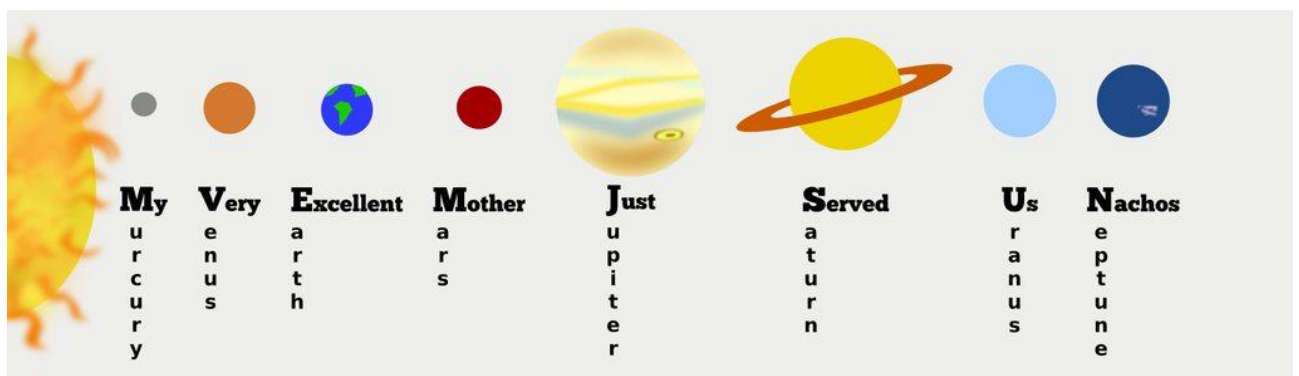
Using mnemonic devices in the classroom helps students improve one of their fundamental skills—imagination and memorization—and thus aligns with the objectives of contemporary philological education. The divide into these sections is conditional, and the categorisation may include more or fewer groupings, as should be understood when considering the classification of mnemonic techniques. Of course, certain mnemonic devices are more appropriate for a particular group, but occasionally a single mnemonic device incorporates aspects of multiple groups. Instructors should be aware that emotionally charged mnemonics are simple for pupils to recognise, memorise, and recall.

Analysis:

The following are currently the most crucial strategic directions for the advancement of education:

- establishing and offering the best possible conditions for the application of diverse educational models, forms, and methods;
- guaranteeing the potentiality and continuity of lifelong learning;
- advancement of creative and scientific endeavours in education, enhancing educational quality through innovative means. Over time, these paths may alter.

We stress that without the development of abilities for efficient information assimilation, none of these processes can be completed (pic);



DISCUSSION:

We believe that the following are the primary typical issues with information processing:

- The inability to process illogical information logically (number sequences, numbers, historical dates, chronological tables, standards, indicators, formulas, foreign words, terms, grammatical rules, names, surnames, etc.);
- Intervention (using a new information flow in place of the original information);
- inability to rationally repeat and consolidate;
- lack of drive;
- inability to memorize ("compression");
- inability to focus;
- inability to acquire skills that help assimilate new material.

It is reasonable to suppose that mnemonics aid in the successful resolution of these issues by fostering the development of pertinent abilities and a favorable scenario, which serves as the greatest incentive for employing an innovative strategy and high-quality education.

It should be mentioned that an examination of recent research on the subject of building a health-saving educational environment by incorporating health-saving educational technologies into the educational process reveals attempts by scientists to update broad methods to its

development. It aims to identify novel content, formats, and strategies for addressing this issue in current educational settings.

We are similar to Yu.V. Naumenko's perspective, which states that healthcare efficiency is a system that creates the best conditions for the preservation, strengthening, and growth of spiritual, emotional, intellectual, personal, and physical health of all individuals.

When mnemonics are used, information is processed utilizing a person's inherent qualities, such as hypothetical thinking and creativity, which helps to enhance self-learning skills and boosts confidence in one's abilities. This, in our opinion, qualifies mnemonics as health-saving devices.

Conclusion:

Mnemonics play an important part in modern education due to its association with health-saving technologies and their ability to improve information retention:

- Enhances communication and cognitive abilities.
- Fosters creative, rational, and inventive thinking.
- Improves self-learning skills.
- Boosts confidence in one's talents.

In addition, during lessons, teachers might employ mnemonic approaches and techniques to help students remember information that is difficult to recall. This could include a difficult-to-understand text or terminology, as well as a geographical name or physical amount. We can confidently state that the adoption of proper techniques and approaches saves time in information assimilation, facilitates the construction of intriguing associative connections, and focuses the attention of the class or group of students.

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