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**WAYS OF MEMORY PROCESSES IMPROVEMENT DURING THE ENGLISH LANGUAGE CLASSES IN INSTITUTIONS OF HIGHER EDUCATION****S. H. KACHMARCHYK**, *PhD in Pedagogical Sciences, Associate Professor, National University of Life and Environmental Sciences of Ukraine**E-mail: svitlana.kachmarchik@gmail.com*<http://orcid.org/0000-0002-7757-1456>

**Abstract.** *Subject under consideration in the article is memory as entire, complex and uninterrupted process and lecturer's influence on character of students' memory processes. Efficient techniques for improving memory processes of various scientists and the features of modern technologies for English vocabulary memorizing have been studied; non-traditional ways of words memorizing in the English language teaching methods, shown good results in practice have been proposed. The author has analyzed the inclusion of psychology for studying English. The psychological aspects of efficiency increasing of new words memorizing in English classes have been shown. It has been proposed that teachers take into account the individual differences of students in perception and memorization of new English vocabulary. The use of psychological methods of mnemonics and pictograms in English classes has been also considered. Recommendations concerning positive consequences of lecturer's impact on character of students' memory processes have been given in the article.*

**Key words:** *memory, short-term memorization, long-term memorization, random memorization, logical memorization, reproduction, forgetting, verbal and logical memory, memory productivity*

**Introduction.** There are often cases when the curriculum demands a great deal of knowledge and students can not succeed complaining about their bad memory. However, the problem is not often in the memory itself, but in the inability to direct it in a proper way. This applies equally to both a teacher and a student. Considering this issue, it is worth noting that in general, memory is a single continuous complex process. After all, it is impossible to imagine a state of consciousness that is not associated with memory at all. The course of these processes is demonstrated firstly by the individuals' activity and their desire to achieve a certain goal.

The relevance of this study is to determine certain pedagogical techniques to improve memory processes in foreign language material studying.

Thus, the purpose of research is to identify the efficient techniques for

memory processes improving as well as the ways of new vocabulary memorizing in the English language teaching methods.

**Analysis of the latest studies and publications.** Choosing the sources for the future article, we noticed that there is a lot of information about human memory processes. In addition to concise definitions, there are thorough explanations of each process on the examples of different disciplines studying, taking into account age peculiarities. Psychologists once made a great contribution to general memory principles designation. Fundamental psychological studies of P. P. Boulonskii, L. S. Vyhovsii, L. V. Zaiikov, S. L. Rubinshtein are among the most well-known. Valuable information about memory is in the studies of applied nature. In particular, works that reveal memory in connection with the

peculiarities of students to master the academic disciplines curricula.

L. V. Zaiikov, working on the creation of his methodological system of education, among its typical qualities especially singled out such as procedurality associated with the mechanisms of memory. According to the procedural nature of methodological system, each segment of the training course is included as a dependent element in an organic connection with other elements [3, p. 76].

Have analysed the reasoning of O. M. Soroka, who outlined the possibilities of providing computer assistance for memory processes efficiency in foreign language studying, we can draw the following conclusions [8, p. 25]:

1. The role of the student as a subject of communication requires more and more computer assistance, and at the same time its automation. The most important is not the task of instant control of student's activity, but supply of instant assistance to the student, the need for which he determines himself.

2. The concept of student's activity is based on the fact that a person doesn't only adapt to the conditions of the external environment, but also actively adapts it to himself. As a result, it becomes necessary to acquire intellectual skills, not speech skills. At the forefront there is a need to organize mental processes that promote the material mastering, to organize studying material in accordance with the structure of these processes.

3. Since the computer is a multifunctional tool, you can use any memory type and process with the help of computer engaging. That is, the English language curricula contain both verbal and visual information. This is quite well shown in colorful pictures and pronunciation in English of the depicted objects. By repeating each word several times, the student involuntarily

remembers its pronunciation, and an interesting picture allows the student to keep in mind the translation. This version of the foreign language program mastering is considered quite primitive today; it is the basis for more advanced programs. For example, the techniques of the 25<sup>th</sup> frame, high-speed words memorizing is more relevant nowadays.

Further information that attracts attention in the psychological literature concerns the experiments of the German psychologist Ebbinghaus, who conducted a significant experiment number on himself. His experiment outcomes are contained in the work «Memory: a contribution to experimental psychology» (1913), in which he described the method of information storing in details. But the main discovery is that at the first time of information receiving, a person's memory stores only 40–45 %; saving during 48 hours reduces information up to 30 %. This is a very important fact that should be kept in mind by anyone who wants to learn the maximum amount of foreign language vocabulary: study without long breaks and preferably 20–30 minutes daily [6, p. 133].

Thus, from the point of view of the psychological literature on the processes of memory, their unity is traced in the interdependence and penetration of one process into another. For the effectiveness of their course it is necessary to apply certain methods and techniques, which are partially proposed in this work.

**Methods.** To solve these tasks, the analysis of scientific sources concerning memory processes and their features investigation has been applied. It has been used a large number of information sources, based on the fundamental principles of foreign and national scientists on certain pedagogical techniques to improve memory processes in foreign language material studying.

**Results.** Psychological literature presents four processes of memory: memorization, preservation, reproduction and forgetting [6, p. 132].

Memorization is the process of new material consolidation by its connecting with the previously acquired one. The latter is a necessary condition for replenishing the individual's experience with new knowledge and behaviors. For complete and effective memorizing it is necessary to create appropriate conditions. Traditionally, they are as follows:

1. Use of visual aids;
2. Repetition of material;
3. Distribution in time;
4. Diversification of repetition ways;
5. Active thinking reality;
6. Motives of memory.

It has been experimentally proven that any memorization is a natural product of subject – object action. It is better remembered that the subject defines for himself as the main thing. Let's imagine the situation. A person studying English is dictated a number of new words. Then he/she is asked to repeat them at once. Of course, at the same moment a person will cope with the task, perhaps even perfectly. But if he/she does not apply them in the future during some period of time as well as immediately, he will not repeat them. That is, short-term memorization is characterized by short-term duration of action. Instead, long-term memory receives information that has become not tactical but strategic in order to achieve vital goals. After all, when student really wants to study English, he will still apply the dictated words mentioned above in practice in the future and, accordingly, will remember them for a long time.

The next process of memory is saving. In order to reproduce the memorized material after a while, it should be saved, that is, not forgotten. Forgetting is not only related to the time

factor, but saving is also determined by the degree of its participation in the individual activity. The material stored in memory undergoes some qualitative changes during storage and reproduction. As a result, different parts of the material are forgotten differently. In practice, it has been proven that certain things are better stored in memory than separate semantic units. That is, in order for students to better remember foreign language vocabulary, these words must be used in sentences. Thus, the study of the coherent text with the participation of these words will allow you to remember them longer. After all, this will be a kind of their application practice. It is known to show better results in any field than just a set of meaningless units.

Finally, we approach to the reproduction, which, in turn, is the actualization of the studied material and an indicator of its memorization. The conditions for effective reproduction are, first of all, successful conditions for memorization and clear task definition.

The next process is the process of forgetting, which is characteristic for all of us. It is manifested in the fact that the clarity of material mastering in memory is lost, its volume is reduced; errors occur during reproduction, reproduction becomes impossible.

The phenomenon of forgetting can be both useful and harmful. The positive function is that it frees a person from an excessive amount of information, which after necessary use becomes unnecessary. In this case, the forgetting protection mechanism is activated, which prevents memory overload. The negative effect of forgetting is manifested in the fact that it often eliminates or destructs the previously acquired experience, when the memory erases entire blocks of information necessary for orientation and action planning.

So, to avoid rapid forgetting, you should take a break between homework, repeat the middle of the material studied

more often (because it contains the main essence of the issue), do not go immediately to the preparation of a similar lesson. For example, if you need to learn an English text and some material on macroeconomics in English for tomorrow, one of these subjects would be appropriate to do immediately after returning from the university, and the other – in the evening.

Let's look at the teenagers' memory processes. Adolescents often simply refuse to memorize studying material verbatim, and verbal-logical memory comes to the first place in such a case. Techniques of logical memorization are improved, the text is transformed, the main content of what is read is reproduced. In contrast to pupils, students change the procedure of material memorizing. They do not tend to simply repeat the read text, but usually break it into parts.

At this age, the ways of remembering change, namely: drawing up the plan that helps to think over what they reproduce, analyze it, revive and systematize the necessary associations. The main trend in the development of students' memory is characterized by further growth and strengthening of its arbitrariness. Arbitrary memorization becomes much more effective than involuntary memorization during this period. There are significant changes in the process of logical memorization. Memory productivity and thought on abstract material noticeably increases. Memory specialization is planned.

Students themselves can appreciate the material mastery, which shows concepts understanding, the original interpretation or formation of what is stated in the textbook. An important role in the process of memorization is played by the instruction on material mastering, which at the same time includes the instruction on its comprehension.

No wonder psychologists note that any type of memory can be improved if desired. After all, the main difference between people with a good memory and a bad one is that some people know how to use it, train it, and others do not. According to the German writer Lichtenwerg, people memorize little because they think very little. So, you have to find meaning in everything. You should not cover your ears with your hands and stare at the text, mentally repeating line after line. These titanic efforts do not take into count, because in this case the process isn't important, but the result is. The latter will be much better when you find the main idea in the text, to highlight the argument. Especially in English, when even some sentences must be translated from the end and the set of articles, auxiliary words are not translated into Ukrainian at all. As we know, the most difficult thing for students to learn English text by heart. It is when they blindly repeat a set of sounds, not understanding the logical content of their supposedly coherent story in Ukrainian. Thus, understanding what you learn is the first step to its memorizing.

Although, according to statistics, English vocabulary is several times poorer than Ukrainian, it still creates other difficulties for us. The same word is used to denote several actions, processes, concepts, phenomena. (for example: *change* – *обмін, речма*). To successfully memorize all these phenomena, you must first use your logic, linking the meanings of such seemingly incompatible concepts. So, we can receive *change* in a store only when there is a kind of *exchange* of money from larger denomination to smaller one, so the customer takes the purchased goods together with *change* in *exchange* for his money.

Another thing, when the word translated into our language means one concept, and with the preposition attached to it, it means not the same (*to*

*ask – запитувати, to ask for – просити; to give – давати, to give up – здаватися, кидати* etc.). In this case, it will be better to learn these phrases directly from the dictionary.

Next, let's not forget about the same synonyms. Although they are not so diverse in English, they still exist and significantly improve the spoken language. By the way, the English language has a considerable number of epithets to denote positive individual characteristic. Here it will be appropriate to imagine some attractive objects when enumerating positive adjectives.

In the classroom, you should create a logical chain so that the consequence of one becomes the cause of another one. And then, keeping the chain in attention and memory, the student, even with a slow mental process, begins to think.

Consciously or subconsciously, the teacher in any case influences the nature of the student's memory processes. But how should the teacher act in order this impact causes positive consequences?

Recommendation 1. In order to memorize the material, the student must first be deeply aware of it. The productivity of memorization is closely related to the methods of material processing in order to make it accessible [5, p. 120]. Among such methods, a prominent place is given to the logical. Therefore, when improving students' memory processes, it is necessary to pay attention to its availability. According to researchers, it provides the greatest efficiency of perception (and therefore memorization) of the material. Thus, the logical way of information transmitting is qualitatively embodied with the help of association. Its special effectiveness is manifested in the English language classes. The teacher directs students to memorize new words by the following way: each English word is associated with a similar Ukrainian. You can develop

entire lexical topics due to such a technique.

Recommendation 2. Write down 3–4 words on sticky note papers and stick them all over the house. Keep until they are remembered. In case of efficiency, replace them with the new ones [5, p. 122].

Recommendation 3. Students' memory should be constantly trained. Here are the rational methods of its development [4, p. 54]:

- an important condition for productive memorization and long-term storing is the correct distribution of repetitions over time;
- concentrated repetition gives a much smaller effect than distributed over time;
- hasty preparation for exams does not lead to deep knowledge. It can be the final link in the general chain of training material systematic repetition;
- the best type of repetition is the inclusion of the mastered material in further cognitive activity each time in new connections;
- the beginning and end of information are remembered better, the middle is assimilated worse. Consider the "edge effect";
- memory peculiarities are related to the emotional state of the student and how comfortable he feels during classes.

What should be done with grammar? Some children have theoretically explained it for many years, but they do not have the desired result in practice. Tables can help in this case. The reason is that the detailed notes to explain English tenses do not affect the psyche properly. And although the English language belongs to the humanities cycle in institutions of higher education, smart people identify it with mathematics. And indeed, clear word sequence in a sentence, a lot of structural forms, grammatical categories are something like trigonometry. To store

everything memorized, it is necessary to constantly repeat the studied material. Therefore, the teacher should plan the classes so that there is time to repeat what has been studied. If it is impossible, the teacher should give tasks for homework.

Hence, the process of reproduction. How to achieve the desired result here? When memorizing we addressed primarily to logic, then here, first of all, it must be preceded by a systematicity, clear sequence of studied material. In this case, the teacher should require students to draw up an answer plan. The ability to make a plan and use it is an indicator of a higher level of memory functioning.

The main and constant concern of the teacher is to "equip" students with solid knowledge, namely, in large quantities and for a long time. In order for students to maintain health and emotional stability, balance, it is not enough for the teacher to know only his subject, it is also necessary to master modern teaching methods and techniques. In addition, the teacher should take into account information related to the psyche and memory.

**Discussion.** Summarizing all of the above, we can give a clear definition of the studied concept. Memory is a mental property of a person that opens up opportunities for the accumulation of gradual experience; those opportunities that create conditions for the impact of previous events and experiences on the present and future. And in a narrow sense it is the ability to recall individual experiences from the past. However, in any case, its manifestations are carried out in the processes of memorization, storing, reproduction and forgetting, due to which we obtain a variety of information, learn about the world, and develop our skills.

Based on the observation of the educational process in the institution of higher education, namely in the NULES

of Ukraine, the following conclusion has been drawn: no matter how persistently the teacher takes measures to compensate and correct individual shortcomings in the students' memory, his efforts are inevitably unproductive, if he does not take into account students' consciousness. Only under such condition the teacher will be able to count on the fact that his psychological work will bring generous and lasting results.

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## СПОСОБИ УДОСКОНАЛЕННЯ ПРОЦЕСІВ ПАМ'ЯТІ НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

С. Г. Качмарчик

**Анотація.** У статті пам'ять розглядається як єдиний складний безперервний процес, а також описується вплив викладача на характер процесів пам'яті студента. Досліджено ефективні методи вдосконалення процесів пам'яті різних вчених та особливості сучасних технологій запам'ятовування англійської лексики; описано нетрадиційні способи запам'ятовування слів у методиці навчання англійської мови, які показали хороші результати на практиці. Автором проаналізовано залучення психології до вивчення англійської мови. Показано психологічні аспекти підвищення ефективності запам'ятовування нових слів на заняттях англійської мови. У статті запропоновано викладачам враховувати індивідуальні відмінності студентів у сприйнятті та запам'ятовуванні нової лексики англійською мовою. Розглянуто також використання психологічних методів мнемоніки та піктограм на заняттях англійської мови. У статті подано рекомендації щодо позитивних наслідків впливу викладача на характер процесів пам'яті студентів.

**Ключові слова:** запам'ятовування, короткочасне запам'ятовування, довготривале запам'ятовування, довільне запам'ятовування, логічне запам'ятовування, відтворення, забування, словесно-логічна пам'ять, продуктивність пам'яті.