INTENSIFICATION METHODS IN TEACHING A SECOND FOREIGN LANGUAGE

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Abstract

The main problem of learning a foreign language of the second speciality - according to the authors – is slow learning efficiency and, as a result, quite average students’ outcomes.

A small number of hours and their optional nature require innovative organizational and methodical approaches for building such an educational process that would rely on the student's personal potential and direct it to the qualitative achievement of educational goals with optimal expenditure of resources.

In this regard, it is necessary to optimize the educational process in order to ensure effective and high-quality learning a foreign language of the second speciality.

In the opinion of researches, it is possible to solve this problem by intensifying the process of learning a second foreign language.

The mnemonics usage in training has a certain influence on memorization and, thus, on the teaching intensification process.

Mnemonics is a set of rules and techniques that facilitate the process of memorizing information. It uses natural brain memory mechanisms and allows you to fully control the process of memorizing, storing and recalling information.

The purpose of this article is to describe the use of techniques that activate conscious and subconscious psyche processes as well as active memorization methods to intensify the process of learning a foreign language.

The positive results of the research conducted by the authors and the participants data survey confirmed that mnemonics method usage improves memory, exercise attention, increases concentration on the actions performed, contributes to the development of figurative thinking and ability to visualize.

Keywords: innovative organizational and methodical approaches, mnemonics, active memorization methods, teaching and learning a foreign language.

1 INTRODUCTION

Linguistic pluralism in Russia is a consequence of socio-political and socio-economic transformations that have taken place in it. These include extraordinary openness of a Russian society; development and strengthening of interstate political, economic and cultural ties, internationalization of all life spheres in our country, joining the Bologna process. This contributes to the fact that foreign languages become really popular in modern society.

The main problem of studying a second foreign language (2FL) is low effectiveness of learning and, as a result, rather average students’ outcomes. There are several reasons for this state of affairs. Firstly, this is the so-called “subordination” of a second foreign language (2FL), i.e. a shift of emphasis in teaching in favor of the first foreign language (1FL), usually, English. Secondly, low motivation in learning 2FL, since not all students see its practical application in the future. Thirdly, the lack of qualified teachers who would know the specificity of teaching a second foreign language as the specialty and would be able to work in these conditions.

What are these conditions? As a rule, most linguist-students have no experience in learning Italian in a high school and, therefore, begin to master the Italian language as the second specialty from the alphabet. The second language in high schools is given twice as few hours per week as compared with the first foreign language, the emphasis in the teaching is shifted to the students’ independent work, which makes it to further reduce the number of classroom hours. At the same time the...
requirements for the speech skills development of a second foreign language (2FL) and communicative competence in speaking, listening, writing and reading do not differ much from the first foreign language (1FL).

To overcome the above difficulties it is necessary to use innovative, organizational and methodological, approaches to create such an educational process that would rely on the student’s personal potential and direct it to the qualitative achievement of educational goals with optimal expenditure of resources and time. [1, 8]

In connection with this it is necessary to optimize the educational process in order to ensure effective and high-quality learning a second foreign language as the specialty in new conditions. To solve this issue, in our opinion, is possible by intensifying the process of learning a second foreign language (2FL).

Intensive learning arose as a need to accelerate the process of learning foreign languages in order to achieve results in a shorter time and implies activating the reserve capabilities of a person (memory, perception, thinking, imagination). For the first time the idea of intensive training emerged from G.K. Lozanov after he reached and demonstrated the effect of super-memory at the UNESCO in 1958. Then it became possible to accelerate the process of learning a foreign language.

Based on the developments of the Bulgarian professor G. Lozanov [6] domestic psycholinguists and linguo didactics experts developed intensive methods of teaching foreign languages: the emotional-semantic method of I. Yu. Schekhter [13], the method of using the internal reserves of the individual and the team of G.A. Kitaygorodskaya [5], a systematic approach to adult learning of L. Sh. Gegechkory [2], as well as V.V. Petrusinsky's suggestive cybernetic integral method.

The most famous method at present is the activation of the individual and team reserve possibilities of G.A. Kitaygorodskaya. The author of this method activates the psychological reserves of the individual and the team, purposefully manipulating the socio-psychological processes of interpersonal group interaction so that students quickly, easily and productively process large amount of new knowledge. It is important to mention that it was G.A. Kitaygorodskaya who introduced the term “intensive learning” which means interaction of teachers and a group of students, students with each other, activating the process of cognition, memory resources, imagination and attention. The key word in the aforementioned system is taken by the term “activation” – a process that aims to achieve activity by a person and stabilize a given state at a specific point of time.

Another author's school is the emotional-semantic development of a foreign language according to the method of I. Yu. Shekhter. It exists about 30 years and has more than 100 branches in Russia, the CIS countries and far abroad. One of the method principles says that speech is “not merely articulating the text, but a means of solving life problems” [13]. Therefore, for effective mastering of a foreign language, active language writing is required, depending on the short-term needs of the person performing the speech act.

I.Yu.Schekhter's method refers to direct interactive game methods of active learning. The key principle: mastering of a foreign language should be similar to the generation of speech in one's native language. The basis of the speech development is “actualization” when students participate in role-playing games, essays in the target language. At the same time “when communicating with each other they do not experience a psychological barrier as when responding to a teacher with the re-audience. The tasks set in essays are not scholastic, i.e. to recall some words and construct phrases from them (as in traditional teaching), but practical ones, i.e. to do something using the language” [13].

The fundamentals of intensive teaching method of oral speech among adults were developed at the Tbilisi University by L.Sh.Gegechkori [2]. Suggestopedia elements are used in this method; it is characterized by consecutive alternation of oral speech cycles (speech training) inter-cycle learning stages (language training) in the process of studying. The peculiarity of L.Sh.Gegechkori’s method is the introduction of inter-cycle stages for teaching language tools which are the basis for the communicative skills formation.

The suggestive cybernetic integral method of accelerated adult education was proposed by a group of researchers led by V.V. Petrusinsky. The basis of the method is the suggestive students management using technical means ensuring the activation of mnemonic activity unconscious components. Training material is presented once in a large arrays for holistic memorization during session time which is repeated on different days of classes. [11]
In the framework of the intensive direction the existing methodical systems are being developed and new ones are created. This is due to the diversity of specific objectives of teaching foreign languages to a different contingent of students, as well as the diversity of learning conditions.

The last decades the methodology of teaching a foreign language has been developing under the sign of communicative oriented learning. The program of a foreign language for higher education proclaimed the main communicative goals which set a certain movement to the learning process in this direction. The qualitative peculiarity of the intensive method lies in the fact that these postulates are translated into real actions in this method, as a result, an integral and productive technology of intensive training has emerged within the framework of which adequate communication techniques have been developed. [1, 3, 4, 8, 12]

The features of this technology are as follows:

1. the use of techniques that activate the conscious and subconscious process of the psyche; methods of active memorization to create an extensive and solid language base;
2. the development of effective methods, schemes for presentation of material in order to simplify the understanding of complex linguistic phenomena;
3. optimal organization of collective interaction that motivates students to communicate with each other and the teacher.

After studying and conducting a detailed analysis of the intensive techniques of the above authors we came to the idea of including mnemonics techniques in the process of learning 2FL that contribute to the perception, retention and recollection of new information which actively help to master a second foreign language and, as a result, increase the effectiveness of learning.

2 METHODOLOGY

Proposed method of memorization techniques is based on the “Giordano” system created in 1990 [7]. The principles of the classical mnemonics are its practical basis. Memorization techniques that exist in different systems and schools of the world’s memory have been systematized, refined and combined into one holistic system in order to satisfy three main criteria: simplicity, versatility and efficiency.

Mnemonics ( “mnemo” from Greek means memory) is a set of rules and techniques that facilitate the process of memorizing information which uses natural brain memory mechanisms and allows you to fully control the process of memorizing, storing and recalling information.

“Giordano’s” system is primarily aimed at memorizing logically related information. According to the system the whole memorization process is divided into four types:

• coding of information elements into visual images at the moment of presentation;
• actually the process of memorization, retention in memory and assimilation;
• remembering the sequence through determining the place of information in the structure of the language;
• retain information in the brain through recalling — active repetition.

The moment of presentation, acquaintance with a new grammatical phenomenon or a new lexical unit is very important as it affect the efficiency of perception, understanding and memorization process.

At the same time it is necessary to be aware that the speed and nature of new information perception has changed. Clip thinking is a feature of a modern man to perceive the world through short vivid images and messages. Therefore, the presentation of new material should be organized by the teacher brightly, figuratively, concisely; this will help the process of coding information, and, thus, keeping the new element in memory.

In addition the first presentation of the material should be based on the features of perception and memorization, that is, to meet the following requirements:

1. encoding of information into visual images based on visual information (tables, charts, cards etc.), phonetic associations using KEY WORD METHOD etc.;
2. creating a logical connection to familiar phenomena;
3. visualization of images, objects and phenomena spatially organized and logically related;
the presence of appropriate incentives for recollection (the name of the table, charts or objects);

keyword extraction during information compression. Mnemonics chains are used for their connection.

Principles of human memory functioning are simple and obvious. The memory of a person works according to a single general principle: “Stimulus – Reaction (S-R)” which, in turn, can be expressed by the following formula “image – recollection”.

There are quite a few examples of coding information into images, so we will focus on the most effective ones from the point of view of learning a foreign language.

Coding techniques.

1 Selection of images for abstract words:
   time- watch
   autumn – maple leaf
   spring – a bouquet of mimosa
   winter – snowflake
   summer – holidays

   It should be noted that images proposed by the teacher will not always correspond to the student’s personal association. It is important to show and explain to pupils the method of memorization. So for Russian students the word “spring” is associated with a bouquet of mimosa and for the Italian “primavera” is a lilies of the valley bouquet.

2 Compression method, information compression. This method is used to encode short text passages into visual images: anecdotes, encyclopedic information, separate paragraphs of a text. An example is a task that is used when working with a text: think up a title for each paragraph / part of the text.

3 When memorizing the “Chain” technique the images are connected in pairs. For example a counting rhyme consisting of Italian motion verbs that are conjugated with “essere” in complex tenses:
   Andare – venire
   Arrivare – Partire
   Entrare - sortire
   Scendere – salire…

4 Alignment of connected images binary oppositions in each pair: big- small, sweet-sour, white – black,

5 Memorizing with the use of a “numbering” method. This method is extremely effective in case of determining the sequence of action, for example, in the formation of complex tense forms, pronoun-object choice etc. Moreover, it is completely unimportant whether ordinal numbers, letters of the alphabet or something else will be used; the main thing is strict observance of the “step-by-step” instructions.

   The example of such an “instruction” is the rule of the pronoun-object selection.
   o Find verb-predicate in the sentence.
   o Ask question to an object
   o Determine prepositional –non-prepositional governance.
   o Choose a pronoun-object form.

   Consider the presented rule on the example of the following sentence.
   Marco va a scuola.
   o Marco va a scuola. – verb-predicate “va”
   o Marco va a scuola. – Marco va dove? question to a subject “a scuola”.
   o Marco va a scuola. – preposition “a” governance
   o Marco ci va. – pronoun – object form “ci”.

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6 When memorizing the images sequence with “Matreshka”, the images are nested inside each other as in the famous Russian nesting doll: small and large. Thus, in mastering the theme of “Italian Renaissance” this scheme works very well for memorizing the works of the giants of this era.

Italia > Roma > Vaticano > Musei > Stanze > Raffaello
Italia > Roma > Vaticano > San Pietro > Pieta’ > Michelangelo

7 Structuring information implies the ability to quickly and efficiently prepare new material for storage in a long-term memory. The strength of new information memorization depends on this ability.

The methods of structuring information include semantic division, strong points emphasis, reflection of semantic strong points in visual images (figures, diagrams etc.), correlation with classical knowledge. The amount of semantic strong points should not exceed the amount of short-term memory -7 +/- 2 units. It is better if the will be 7 [4].

As an example a brief retelling of the text which includes 5 points:

1. Text presentation.
2. Text contents definition.
3. Short retelling (5-6 sentences).
5. Self expression.

Note that each item will be filled with cliché, fixed phrases which contribute not only to effective work on the text but also to memorization of the information reflected in its structure. This is also facilitated by emphasizing the connection of memorized information with the student's personal experience. The learner can express his attitude to the affected issue, consideration and advice by completing clause No. 5.

Memorization, recollection, reproduction, recognition, included in the memory, are built on the bases of the elementary ability to capture, hold in memory data as needed. It is very important to develop these abilities throughout the entire period of study. For this, one should resort to such form of work as active repetition, that is, fixing information in the brain through active repetition. The links between visual images formed naturally by reading the text or consciously, by combining images in the imagination, spontaneously break down very quickly. In mnemonics repetition is the process of multiple recalling information. That is, information should be repeated exclusively by recalling it on the 1st, 2nd, 4th and 7th day. [7]

To maintain connections in the brain, the stored information must be repeated. The process of multiple connections activation involves a mechanism for maintaining these connections and they can exist in the brain for a long time with periodic activation of connections, at least once a month and a half. [7]

Naturally, other methods of stimulating the process of memorization are used in learning, for example, drawing up diagrams, schedules, plans, flow-charts that are created together with the teacher and the student and are supplemented as the material is mastered.

All abovementioned didactic techniques are aimed at increasing the efficiency of the material assimilation: it is learned what is understandable. Therefore, the author’s method is focused on the peculiarities of students’ perception of the information, taking into account their psychological characteristics. In psychology there are usually 4 categories according to the channels of information processing: audials, visuals, kinesthetic, digitals. Since memory is directly connected with dominant channel of perception and information processing, it is important for us to take this factor into account. Phonetic associations are used to help audials: counting rhymes, songs, rhymes, etc. Encoding of information elements into visual images based on the tables, charts, cards etc. activates the channel of information perception through vision. Various manipulations with new words, that is, “Chain” and “Matryoshka” techniques or the creation of binary oppositions contribute to the efficiency of learning for kinesthetic. The method of “numbering” and structuring information are suitable for digitals, who perceive information through logical understanding.
3 RESULTS

To intensify the process of learning a foreign language as a second specialty the experimental training was conducted which included the following components of diagnostic survey: introductory conversation, an intermediate test, a final test and a final questionnaire. This work was done to test the effectiveness of active memorization methods in the course of study a second foreign language as a specialty.

The research was conducted in the 1st semester of the 2nd year of study that corresponds to the 1st year of 2FL study among the students of the Foreign Languages Institute, RUDN, linguistic department. The students study Italian as the second specialty under the bachelor program in the 2016-2017 academic year. The total volume of the discipline “Practical course of a second foreign language” according to the curriculum is 144 hours, practical lessons are 72 hours, independent work of students is 72 hours, weekly workload is 8 hours. Two groups of students took part in the course. The total number of participants was 26. Group I consisted of 12 students: 8 girls and 4 boys, who had mostly good and excellent marks; Group II consisted of 14 students who had generally satisfactory and good marks.

At the beginning of the training a diagnostic survey was conducted among the participants to identify the level of knowledge about intensive techniques, method of memorizing, channels of new information perception, types of memory, preferred methods of perception and information processing. The purpose of this survey was to collect preliminary information about the students. Data obtained after statistical processing and analysis confirmed our assumptions. Students have little information about intensive techniques. Only 3 students (11,5 %) have heard the name G.A. Kitaygorodskaya. Nobody knows anything about the “Giordano” memorization system. Comprehending the results of the diagnostic survey led us to the idea of conducting an acquaintance talk on the topic “Intensive learning technologies of 2FL’” memorization techniques.” This discussion in the amount of 2 classroom hours was held in each group.

In October, as a part of the midterm certification, an interim test was conducted to determine the effectiveness of the “numbering” technique use for the pronoun-object form selection. The students of the two groups were offered tests with a volume of 100-120 characters for the following task: to find objects in the sentence and replace them with pronouns. During the discussion of the midterm certification results it turned out that the positive assessments of the students were directly related to the use of the “numbering” technique. Those who received a high mark openly said that they strictly followed the “step-by-step” instructions. Then experimental training took place as the further improvement of the mnemonics techniques use.

In December as part of the final certification the test was carried out to determine the effectiveness of “numbering” technique use to make a complex tense-form of passato prospimo and information structuring technique when working with a text. It is interesting to note that the same results were obtained by the same students who completed the assignment in the framework of October certification getting good and excellent marks. Realizing the effectiveness of “numbering” mnemonics technique they also used it to form passato prospimo.

In order to determine the effectiveness of information structuring method application, students were offered texts of approximately 400-420 printed characters. The subjects of the texts coincided with the content of the textbook “Progetto Italian I”: family, study, friends, seasons. There were some highlighted points in testing: the text content definition, the semantic text division, the strong points emphasizing the text problems, the information compression and the opinion expression.

The control test results revealed some problems in both groups. It is well known that the skill of making complex sentences is difficult to form, it takes time to form it. Since the experienced training has lasted for 1 semester, that is 4 months, it is not surprising that such data were obtained. Low indicators by the “information compression “criterion are explained by small vocabulary of the experiment participants. At the end of experimental training a final survey was conducted with the intention to establish not only the expediency and effectiveness of using mnemonics techniques and active memorization methods to create an extensive and solid language base, but also to get feedback from participants on the fulfilled research. The aim is to direct the students’ attention to an assessment of whether the intended goal has been achieved, to what extent is it possible to consider this intention fully implemented.

The participants of our experiment were offered a questionnaire to identify:
1 Evaluation of the work done during semester.
2 Degree of satisfaction with the achieved result.
3 Values for making a solid language base of mnemonics technics:
   o selection of images for a lexical unit (LU)
   o information compression method
   o "numbering" method
   o information structuring
4 Preferences in the choice of language material (linguistic aspects):
   o work with the textbook "Progetto Italiano"
   o work with the media, articles
   o work with literary texts (home reading)

The data of the final questionnaire were considered during the discussion. Analysis and reflection on the results obtained (intermediate/ final tests, expected/obtained results; consequences, reasons for success/failure; assessments (assessment of the teacher/ self-assessment, process dynamics assessment) in order to derive their intuitive "self-level" relative to the level of the group provide information important for deciding the further fate of the original intention and affect self-assessment and acceptance of responsibility for the marks received. The majority of students (23) appreciated this method of teaching a second foreign language (2FL). It aroused great revival of students’ interest and their desire to continue training in the same way next semester. The participants of the experimental training unanimously noted that it became easier for them to manage their attention and degree of concentration. Thus, the use of mnemonics in training, of course, helps speed up and improve the process of mastering the material.

The dynamics of the experimental training is fully reflected in the surveys, tests and their results.

Experimental training began with a diagnostic survey. The majority of responders (23), (88,4%) knew about the types of memory, the types into which it is customary to divide people according to the channels of new information perception. The study of the subject “Psychology” in the first year and introductory conference on the research work of students during which a report on the relevant topic was presented were the reasons for such high index.

The diagnostic survey revealed no surprise in determining the type of participants in experimental training. The most common type is kinesthetic learners – 14 students (53,8%), followed by visuals – 6 students (23 %), then, digitals – 4 students (7,6%) and audiles – 2 students (3,8 %). This distribution of the groups was fairly equal.

Introductory conversation “Intensive technology of learning 2FL: memorization techniques “as well as the discussion of the diagnostic survey results aroused the students’ interest a lot of questions on the topic touched.

The results of the intermediate test in order to determine the effectiveness of the “numbering” technique use for choosing the pronoun-object form, carried out in October, are shown in Table 1.

<table>
<thead>
<tr>
<th>Table 1. The results of the intermediate test.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group No.</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Group No.1</td>
</tr>
<tr>
<td>Group No.2</td>
</tr>
<tr>
<td>Mean value</td>
</tr>
</tbody>
</table>

The table illustrates the positive results in the test data. At the same time they point to a number of problems in Group II. 8 students were unable to ask a question correctly about the indirect object that led to an error in the choice of the pronoun-object form. Some students confuse the preposition with the article and, as a result, define the category of an object incorrectly.
There was a final test in December in order to determine the effectiveness of the two methods: “numbering” and structuring information when working with a text.

Table 2 illustrates the data of a final test which was conducted to determine the effectiveness of using the “numbering” technique for the formation of a complex tense form ‘passato prossimo’.

<table>
<thead>
<tr>
<th>Group No.</th>
<th>Underline the predicate</th>
<th>Define transitive/intransitive</th>
<th>Identify conjugation</th>
<th>Choose auxiliary</th>
<th>Agree with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group No.1</td>
<td>100%</td>
<td>83,3%</td>
<td>84,5%</td>
<td>82,1%</td>
<td>52,4%</td>
</tr>
<tr>
<td>Group No.2</td>
<td>87%</td>
<td>70%</td>
<td>58,5%</td>
<td>52,94%</td>
<td>50,14%</td>
</tr>
<tr>
<td>Mean value</td>
<td>93,55%</td>
<td>76,65%</td>
<td>71,5%</td>
<td>67,52%</td>
<td>51,22%</td>
</tr>
</tbody>
</table>

The given values indicate positive dynamics of the learning process. It is interesting to note that the data from Table No.2, the criterion “Define transitive/ intransitive “, Group No.1 – 83,3%, Group No.2 – 70%, practically coincided with the values from Table No.1; the criterion “Define direct/indirect “ – 83,3% and 71,4% respectively. This demonstrates the understanding of the grammatical phenomenon as “verbs government “ that allows us to speak of the formation and persistence of this skill.

Table 3 Results of the final test to determine the effectiveness of information structuring method when working with a text.

<table>
<thead>
<tr>
<th>Group No.</th>
<th>Mark the content of the text (1 noun)</th>
<th>Express your attitude like/dislike</th>
<th>Estimate the information of the text: (3 adjectives)</th>
<th>Divide into semantic parts and choose the name</th>
<th>Number of complex sentences (min 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group No.1</td>
<td>58,3%</td>
<td>75%</td>
<td>83,3 %</td>
<td>66,6%</td>
<td>41,6%</td>
</tr>
<tr>
<td>Group No.2</td>
<td>57,14%</td>
<td>64,28%</td>
<td>58,5%</td>
<td>57,14%</td>
<td>35,7%</td>
</tr>
<tr>
<td>Mean value</td>
<td>57,72%</td>
<td>69,64%</td>
<td>70,9%</td>
<td>72,58%</td>
<td>38,65%</td>
</tr>
</tbody>
</table>

The values of Table 3 are much lower in comparison with the above Tables. This phenomenon is explained by the fact that the skill of working with textual information is formed longer, since it includes not only consistent actions with the structure of the text, but also grammatical formulation of the statement on the affected problem.

We obtained high values by the criteria “Express your opinion” and “Estimate the information of the text.” Group No.1 – 75% and 83,3%, Group No.2 – 64,28% and 58,5% respectively. However, the choice of 3 adjectives for estimating information of the text was far from diversity in both groups. Practically all participants’ works included such adjectives as “importante” and “interessante”, that gives us the right to speak of the positive transfer of the skill from the first foreign language of English (1FL). Unfortunately, we state that the lowest results we obtained when checking the skills of making complex sentences with conjunctions “perché`, ma, e, o, quindi”.

At the end of the experimental training a final survey of participating students was conducted in order to collect information about the experiment made. Processed questionnaires allowed us to obtain the following mean values for two groups: 17% estimated their work during the semester as “very good”, 33,2% - “good”, 49,8 % - “satisfactory”. The marks received upon completion of studies in the first semester during the 1st year of learning the Italian language as a second speciality, slightly differ from the values given above: 19,2% - “very good”, 27,1% - “good” , 53,7% - “satisfactory” . This fact indicates the formation of an adequate “Self-level”. Despite the fact that the students had different marks during the experimental learning, the overwhelming majority of the respondents ( 83%) showed satisfaction with the results of training , pointing out the objectivity of the marks received. The students appreciated the effectiveness of mnemonics techniques. 66,6% of the students from Group No.1 considered the above methods as useful and effective. Values of Group No.2 were even higher – 78,5%. When filling out the questionnaire, students were asked to distribute 100% among 4 selected methods, as well as supplement item No.5 “Other” with information about the method that is not present in the list.
Students’ choice in Group No.1 – memorization using “numbering” technique – accounts for from 50% to 60%. Group No.2 chose the method of structuring information – from 40% to 50%. The participants of the survey indicated work with charts and tables in item No.5. The students highly appreciated the schemes developed by the teacher, that was a pleasant surprise. During the discussion of the survey results, preferences in the language aspects of survey participants became clear. Choosing the method of “structuring information” the students of Group No.2 noted that they feel more confident in working with literary text: a large amount of information does not frighten them anymore, they develop a tolerant attitude towards unfamiliar vocabulary. Opinions of the surveyed Group No.1 were divided almost equally: 7 students preferred to work with the press and 5 students chose the aspect “Home reading”. It was stated that the method “numbering” helps in the formation of complex grammatical forms. Students interpret this technique as a guideline.

Questioning and discussion revealed the fact that the use of mnemonics and methods of active memorization in the learning process is regarded by the students as an opportunity for self-improvement in the language and also indicates an increase in the level of motivation to learn foreign languages.

This fact, in our opinion, creates an additional incentive to search for ways to intensify the process of learning foreign languages.

4 CONCLUSIONS

The experimental training, mid-year and end-of-year assessments, in-class observations and final discussion allowed the authors to make a number of conclusions:

1. The author’s method of using mnemonics, method of active memorization with the aim of intensifying the process of learning a foreign language contributes to the creation of an intensive and solid language base, accelerates and improves material development.

2. Besides, mnemonics, is self-education, because it broadens the mind, enriches the personality with new knowledge and experience,

3. It is self-development, as by memorizing large amount of information we can improve the work of the brain, thereby improving memory. By training our memory we develop our attention, imagination and imaginative thinking, and stimulate concentration management

4. The constant use of these techniques trains attention and improves concentration on the action performed, including work and using active imaginative thinking, visualization ability and imagination.

5. Questioning and discussion revealed the fact that the use of mnemonics and methods of active memorization in the learning process is regarded by the students as an opportunity for self-improvement in the language and also indicates an increase in the level of motivation to learn foreign languages.

A study on the inclusion of mnemonics in teaching in order to intensify the process of learning a foreign language as a second specialty proved its feasibility and effectiveness. The experiment showed the viability of this method not only for the formation of extensive and solid language base, but also for solving the problem of a young person development, his memory, figurative thinking, ability for visualization, imagination.

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