

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ

«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КЕАҚ

**Студенттер мен жас ғалымдардың
«GYLYM JÁNE BILIM - 2023»
XVIII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ
XVIII Международной научной конференции
студентов и молодых ученых
«GYLYM JÁNE BILIM - 2023»**

**PROCEEDINGS
of the XVIII International Scientific Conference
for students and young scholars
«GYLYM JÁNE BILIM - 2023»**

**2023
Астана**

УДК 001+37
ББК 72+74
G99

**«GYLYM JÁNE BILIM – 2023» студенттер мен жас ғалымдардың
XVIII Халықаралық ғылыми конференциясы = XVIII
Международная научная конференция студентов и молодых
ученых «GYLYM JÁNE BILIM – 2023» = The XVIII International
Scientific Conference for students and young scholars «GYLYM JÁNE
BILIM – 2023». – Астана: – 6865 б. - қазақша, орысша, ағылшынша.**

ISBN 978-601-337-871-8

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

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УДК 001+37
ББК 72+74

ISBN 978-601-337-871-8

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ұлттық университеті, 2023**

THE USE OF MNEMONIC TECHNIQUES FOR LEARNING FOREIGN LANGUAGE VOCABULARY IN KAZAKHSTANI EDUCATIONAL SITUATIONS.

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Introduction

Learning a foreign language is often associated with difficulties in learning vocabulary. Thus, foreign language teachers try to help their students memorize vocabulary quickly and for a long time. There is a well-known technique for memorizing information - mnemonic which dates back to ancient times when orators used them for memorizing their speeches. Since that time a great number of surveys and research on this topic were conducted and many of them proved the effectiveness of these techniques. However, only a few teachers in Kazakhstan know what these techniques are, how to use them, and what their benefits are. In this article, this question will be investigated and the data about teachers' points of view which was collected by the use of a questionnaire will be provided and analyzed.

Psychologists believe that words that refer to bright mental imagery are much better remembered and conversely, those that are not associated with anything are remembered worse [1].

For many years researchers from all over the world have been investigating the use of mnemonic techniques for memorizing vocabulary. Leontiev A. A. considers mnemonic techniques as building connections between memorized and well-known objects [2].

Richard C. Atkinson and Michael R. Raugh stated that this method may not be appropriate for all learners, but there is the possibility that some, especially those who have difficulty with foreign languages, will receive particular benefits [3].

M. Amirouf and S. Ketabi demonstrated that including mnemonic techniques in classes is a useful way of enhancing vocabulary learning and recall [4].

Currently, researchers from different countries investigate the effectiveness of mnemonic techniques. There is a work by Japanese scientists Orapin Anonhanasap, Chen He, Kazuki Takashima, Teerapong Leelanupab, and Yoshifumi Kitamura «Mnemonic-Based Interactive Interface for Second-Language Vocabulary Learning». There are also Iranian studies one of which is «The Effect of Keyword and Word List Methods on Immediate Vocabulary Retention of EFL Learners» by Sasan Baleghizade.

A great contribution to the research of mnemonic techniques was made by Russian scientist V.A. Kozarenko. His books «Всё о памяти и способах запоминания» and «Учебник мнемотехники» provide detailed definitions, classifications, and analyses of various mnemonic techniques.

Among other researchers who have contributed considerable efforts in promoting mnemonics are Levin, J. R., Levin, M. E., Glasman, L. D., Nordwall, M. B, Pressley, M., etc.

However, only a few works on this topic have been written in Kazakhstan. This is possibly caused by the fact that a few teachers are acquainted with these techniques. Therefore, this research is devoted to finding answers to the following questions:

- How well are Kazakhstani teachers acquainted with mnemonic techniques?
- Do Kazakhstani teachers apply mnemonic techniques for memorizing vocabulary in their lessons?

Research methods:

Methods of theoretical analysis and synthesis of foreign and domestic scientific literature on the methodology of teaching foreign languages, questionnaire survey, and analysis of the data were used while writing the article.

To investigate the popularity of mnemonic techniques in Kazakhstan an anonymous survey among 33 teachers from Kazakhstan was administered. Around 70 percent of the respondents were women while men were less than 30 percent. Over 70 percent of the respondents are in their twenties, 15 percent are in their thirties, and 12 percent are in their forties.

Section 1: The distribution of the teachers according to their teaching experience, qualification, and place of work is presented in this section. Over 70 percent of the teachers have only 1 to 5 years of teaching experience, 12 percent have 6 to 10, and 9 percent have more than 11 years of teaching experience. As for academic qualification, 66 percent of the respondents have bachelor`s degree, and 33 percent have master`s degree. Regarding the working place, 63 percent of the teachers work in educational centers, 15 percent in state schools, 12 in higher school, and 9 in private schools.

Section 2: In this section, the data about methods of teaching that the teachers use is provided, as well as the information about techniques that they use to help their students memorize new vocabulary. The dominant teaching methods they use are group learning, game-based learning, and personalized learning. It should be noted that it is convenient to teach through the use of mnemonic techniques while using these teaching methods. For example, it could be effective if while working in groups students could make associations and memorize new vocabulary together.

Table 1: The teaching methods that teachers use

What methods of teaching do you use in your teaching practice? (you may choose several)

33 ответа

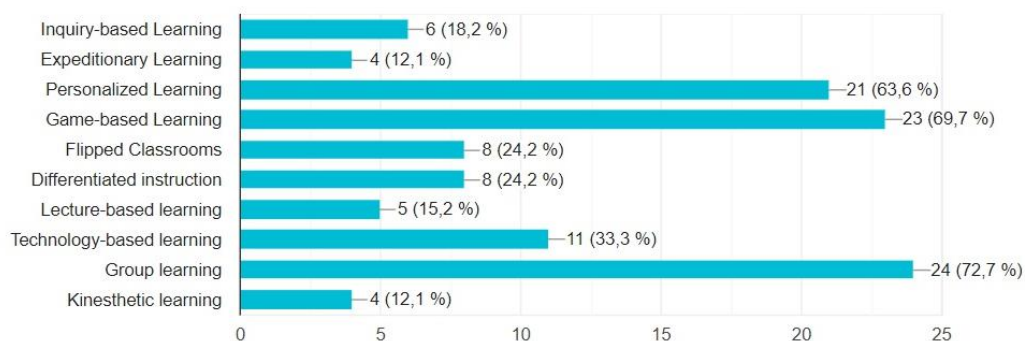


Table 2: Methods and techniques that teachers use to help their students memorize new vocabulary

Methods and techniques	Number of respondents
Associations	16
Making phrases and sentences with the words	8
Various apps such as Quizlet	11
Drilling	2
Flashcards	5
Songs and games	9
Mnemonics	3

We took into account that teachers may not be acquainted with the term mnemonic but still use these techniques. Therefore, there was an open-ended question for the teachers about methods and techniques they use to help their students memorize new vocabulary.

As it can be seen from the table, almost a half of the respondents use associations which are an important part of mnemonic techniques. However, in the previous questions, only 12 percent of

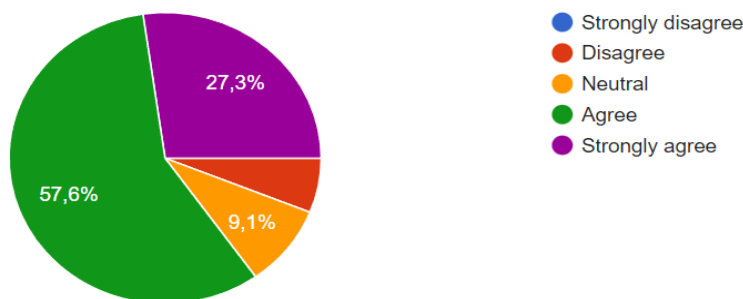
the teachers pointed out that they use mnemonics. Therefore, we can conclude that teachers use the most important elements of mnemonics but do not understand that. It is a noticeable fact that teachers can effectively use mnemonics though they are not familiar with them. If the teachers knew about these techniques and learned how to use them, the process of memorizing vocabulary would become easier and more effective.

Section 3: In the third section, there is information about the use of mnemonic techniques. One of the main questions to answer was «Is there a need for special techniques for memorizing vocabulary? » or students do not face any problems with memorizing vocabulary. Over 80 percent of the teachers believe that their students struggle to learn new words. Consequently, students need help from the teachers to learn how to memorize new vocabulary quickly and for a long time.

Table 3: Do student face problems with memorizing foreign vocabulary?

Please state your level of agreement for the following statement:
most of English language learners face problems with memorizing new vocabulary.

33 ответа

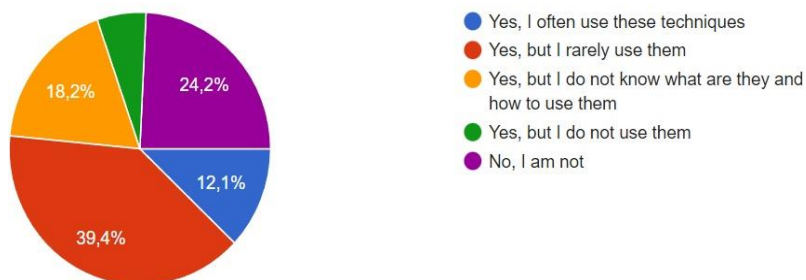


For the research, it was crucial to find out whether teachers apply mnemonic techniques or not. Only 12 percent of the teachers answered that they are familiar with mnemonic techniques and often use them. 39 percent of the teachers know these techniques but rarely use them. 18 percent of the respondents say that they heard about these techniques but do not know what are they and how to use them and 24 percent of the teachers are not familiar with these techniques at all.

Table 4: Level of acquaintance with mnemonic techniques

Are you familiar with Mnemonic techniques?

33 ответа

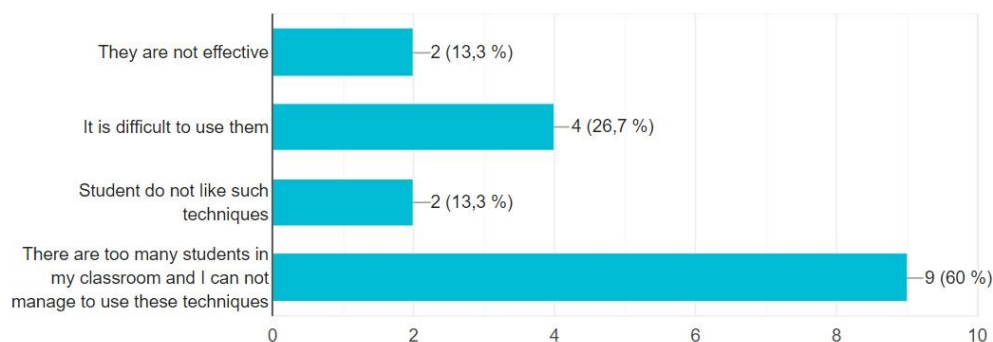


As a vast majority of the teachers are familiar with these techniques but do not use them we wanted to find out the reasons for that. 60 percent of the teachers who said that they are familiar with the techniques but do not use them say that there are too many students in their classroom and it is difficult to work with all of them while 26 percent of the teachers point out that it is difficult to use these techniques.

Table 5: The reasons teachers do not use mnemonics

If you are familiar with Mnemonic techniques, but do not use them, please write the reasons for that.

15 ответов



As for the teachers who use mnemonics 70 percent of them say that they are effective but not always. 20 percent of them believe that they are very effective and less than 10 percent believe that they are not effective. If saying about students, only 9 percent of respondents say that their students do not like these techniques and do not want to use them in the lessons.

Having analyzed the data collected by the questionnaire, we concluded that Kazakhstani teachers have poor knowledge of mnemonics. However, they effectively use the main elements of mnemonic which are creating associations and using visuals such as pictures without knowing about that. Therefore, we can predict that if teachers are acquainted with mnemonic techniques and the ways of using them for learning foreign language vocabulary, they will help their students succeed in learning new words and in learning a foreign language in the long run.

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UDK 811.11-112

THE CHALLENGES AND PROSPECTS OF IMPLEMENTING DIGITAL TECHNOLOGIES IN LANGUAGE ASSESSMENT IN KAZAKHSTAN

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INTRODUCTION

In the education sector, the digitization of the educational process has been an urgent problem for several decades. It encompasses various components of the learning process, including assessment, which is an integral part of learning. Innovative educators have been using technology