

ТИЛ ЎРГАТИШ ТЕХНОЛОГИЯЛАРИ

EFFECTIVE USE OF COMPUTER PRESENTATION WITH MNEMONIC RECEPTIONS AT ENGLISH CLASSES



Umida KHAYDAROVA
Tashkent state university of law
starumi@mail.ru

Аннотация

Мақолада тақдимотлардан фойдаланиб ўтиладиган инглиз тили дарсларида мнемоник усулнинг самараси кўриб чиқилган. Чет тилни ўрганишдаги асосий муаммо – грамматика назарияси эмас, балки мулоқот амалиётидир. Мнемоника усулидан фойдаланиш илмий соҳадан то кундалик мулоқотдаги сўзларни самарали ўрганишда жуда фойдали ҳамда у мияда мавжуд маълумотни янгилаш ва тез ўзлаштирадиган маълумотга айлантиради.

Аннотация

В статье рассматривается эффект мнемонического приема во время уроков английского языка с использованием презентаций. Основной проблемой в изучении иностранного языка является практика общения, а не теория грамматики. Использование мнемоники позволяет продуктивного сдвига, своего рода "отвлечения" от науки до уровня повседневных ассоциаций, воображения и фантазии игр. Метод мнемоники выгружает информацию, делая новый материал "удобоваримым".

Abstract

The article deals with the phenomenon of mnemonic reception during the English classes using the presentations. The main issue in the learning of foreign language is communication practice, but not theory of grammar. The use of mnemonics enables productive shift, a kind of "distraction" from science to the level of everyday associations, imagination and fantasy games. Mnemonic reception unloads information, making the new material "digestible".

Калит сўзлар: мнемоника, компьютер тақдимоти, мулоқот амалиёти, ўқитиш асбоби, билишга қизиқиш.

Ключевые слова: мнемоника, компьютерная презентация, практика коммуникации, инструмент обучения, познавательный интерес

Keywords: mnemonics, computer presentation, communication practice, learning tool, cognitive interest

Language is the most important means of human communication. Expansion and qualitative change in the nature of international relations of our country, the internalization of all spheres of public life do foreign languages really popular in a practical and real activity of humanity. They become an effective factor of social and economic, scientific-technical and general cultural progress of society. All this significantly increases the subject of a foreign language as a secondary discipline and motivation of the doctrine.

It is no secret that the learning of foreign languages does not attract great interest of the majority of students. The set of grammar rules, a large number of lexical units, a considerable share of speech using, many of which do not give in to generalization – all this has a negative impact on the study of the subject, sometimes inspires fear, resulting in a low communication skills of graduates.

Problems of unwillingness to learn foreign language are a lot. It is possible to identify the most common problems:

1. Psychologically weight.

Most of the students drive themselves to a standstill in learning a foreign language with the fact that putting themselves overestimated levels that leads to the fact that the students listen to a lot of songs, watch movies in English, so that they have a complex language barrier.

2. The need for highly qualified specialists – teachers who is well practicing English in colloquial style. there are also some more problems, such people are not enough so far if they here, then they "are not reached" for other students, for example, in preferences.

3. Allocation big time for studying of grammar.

While teaching English many teachers try to force students to learn different rules at the very beginning of training, in which unclear terms are used. In result, students have a brain barrier from behind not really interesting and not really practically useful grammar.

4. Another hindrance in learning English is that we think in our native language and then we translate words into a foreign language, after that we compare with the rules of grammar, and at the end we say the proposal. And it is too tedious for humans. It is required a method for thinking and speaking directly in English.

5. The common mistakes of traditional methods – translation of texts, learning new "naked" words, etc.

From the listed problems, we can conclude that the main issue in the learning of foreign language is communication practice, but not theory of grammar. The use of mnemonics enables productive shift, a kind of "distraction" from science to the level of everyday associations, imagination and fantasy games. Mnemonic reception

unloads information, making the new material "digestible". This may be achieved by the introduction of a game element without compromising the basic content of the lesson, as well as by emotional richness embedded in the mnemonic technique, which are the direct components of the students' interest.

Advantages of computer slides in comparison to other visual means consist in the possibility of activity optimization of the activities of teachers and students, which leads to the rational use of lesson time. The teacher can without loss of time repeatedly show a slide with the necessary information, there is no need for preliminary registration of a blackboard, there is an opportunity to emphasize the bright semantic content of the training material, a combination of additional animation effects and phrases with audio and video, animation application in solving problems, etc.

In general, computer slides are unique learning tool, which present teachers great opportunities for management of cognitive activity of students and promote the effectiveness of the lesson. But many teachers make mistakes in the development of computer slides and their use at lessons (2).

– duplication of the content of the textbook. At the same time students only read and outline the text. In general, the value of the computer slides, in which the text of any rule, theorem, laws, etc. is only typed, are highly questionable.

– distracting information. The large volume of the written text is perceived badly from the screen. It is justified inclusion only the most important theses, necessary data and the graphic material in the slides.

– improper design and style. It is used often dark background, small letters, too many different animation effects, which hinders the digestion of information, distracting soundtrack, images with little contrast, etc.

– demonstration mistakes. Too rapid change of slides and animation effects (at automatic configuration of the presentation), the absence of the accounting of speed and laws of perception of visual information. The teacher does not return to the previous slides during their demonstration, which is important for understanding of the material by students.

The screen remains even when it does not need at a lesson which distracts students.

The closest communication of mnemonic receptions and cognitive interest in the lesson, internal reserves of mnemonics are unique, rich and varied. Grain success lies in the fact that mnemonic reception does not leave students unconcerned, insignificant, indifferent and interest them.

Mnemonics – a set of techniques and methods that facilitate memorization and increase the amount of memory by forming artificial associations. The memory of

many students is not adapted to "simple memorization" nothing meaningful for them a foreign word or multi-step rule. But this memory is very vivid and imaginative, and come up with mnemonics for words and the rules of their own ways of remembering. This is done with the help of associations, and starts to work emotionally – shaped memory thanks to them.

From the point of view of psychology, mnemonics is the establishment of links between memorable and familiar objects. Thus, it will appear "adoptive relative" for a new foreign word, which helps to firmly remember the word. If such communication between such is more unexpected, more ridiculous and more absurd,, efficiency of memorizing will be higher. This relationship can enhance the rhyme, additional associative "strings" that extend from image to image, from word to word.

At the first stage, the teacher shows new words/grammatical structures.

At the second stage the teacher shows ‘support images’ for new words in the slides. In the process of creating ‘support images’ it is necessary to follow the following rules: the images must be large, bulky, colorful and detailed.

At the third stage it is clearly demonstrated generated animated film detective story using the features of the software, connecting the new words of support images. At the same time it is necessary to be convinced that these images are remembered without gaps.

Further for consolidating the learned material in students’ mind. They make up own dialogue, using the lexis of that material and their imagination. They combine new learned words and word combination for example with some occurrences and names thus consolidating the previously studied source.

Here, computer slides solve the problem of the use of visual aids. This requires a creative approach and a good computer literacy from the teacher: the creation of slides, each of which must logically fit into the structure of the lesson (1), the selection of the necessary dispensing and didactic material (2).

It should be noted that it is necessary to pick up rate of change of slides, optimum for perception, animation effects. The optimum time necessary for perception by students for the figurative, sound and verbal information provided on each slide and also time necessary for assimilation of key concepts of a lesson, is defined by practical consideration with features of perception of information from the screen by audience of the corresponding age and preparation. At the same time it is necessary to avoid as unjustified haste in the change of slides complicating full perception of a lesson by specific audience, and losses of rate of a lesson (lecture) that can lead to derivation of students from class and loss of interest in the maintenance of a training material.

Using the techniques of mnemonics in computer slides at a lesson of a foreign language increase the motivation of students (1); involve students in independent learning (2); transition to a dynamic system of intellectual actions (3); increase memory and improve students' memory of foreign language (4).

Thus, it can be concluded that mnemotechnical techniques are effective in English language.

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