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THE USE OF RATIONAL METHODS OF MEMORIZATION IN STUDYING FOREIGN LANGUAGES

The analysis of modern European trends in foreign language education shows that in the modern world there is a growing need for effective intercultural communication. Foreign language knowledge is now a competitive advantage that affects all major sphere of human life. Therefore, foreign language training requires the search for rational methods of mastering the language of other countries using the potential personal resources of everyone who is interested in a productive result. Of particular interest is memory as a mental process of reflecting on human experience by memorizing, preserving, reproducing, and forgetting the circumstances of one's life and activities. Memory is a powerful tool of human intelligence. It is a basic function within mental system and ensures the implementation of the goals set [8, p. 41].

There are the following types of memory: figurative, verbal-logical, motor and emotional. Each of these kinds to some extent manifests itself in the process of

learning a foreign language. Thus, figurative memory is the predominance of memorizing images, representations of specific objects, phenomena, their properties, visual connections and relationships between them; verbal-logical is specifically human one; motor is the basic kind of memory for learning oral and written language; emotional memory is to remember and reproduce emotions and feelings [2, p. 311]. At the same time, mastering a foreign language involves the use of short-term memory (fast memorization, reproduction and short-term storage of information); long-term (mastering and

consolidation of knowledge, skills and abilities designed for their long-term preservation and subsequent use in activities); operational (memorization and reproduction of service information) [5, p. 201].

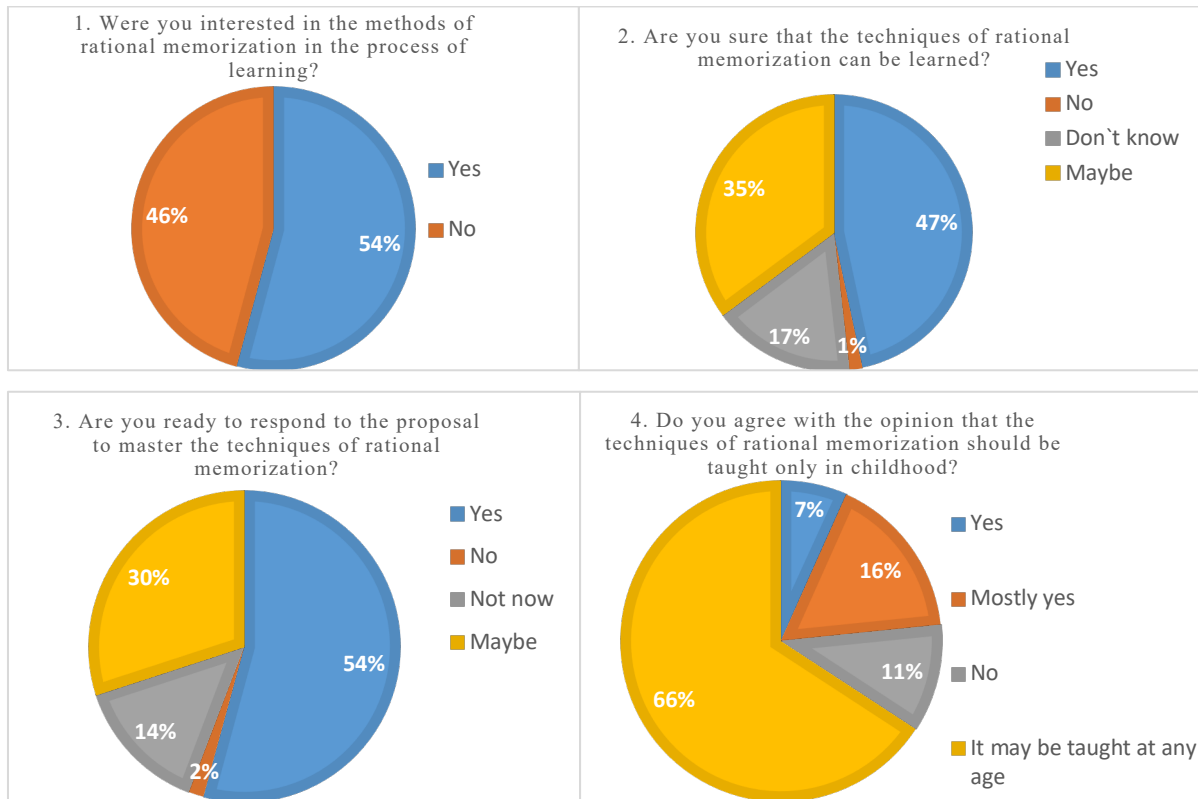
Spontaneous memorization as an unintentional process had a reputation for being "accidental". However, according to P. Zinchenko, G. Repkin, G. Sereda, the amount of involuntary memorization, depending on certain conditions, is from 30% to 70% of the presented material [6, p. 135]. Nevertheless, random memory, according to the research of P. Zinchenko and A. Smirnov, other things being equal, provides a more effective mnemonic result in terms of volume and strength of memory as well as the storage of material [3, p. 23]. The most important feature of random memorization is its mediation by different methods, ways of semantic organization of the material. Thus, according to T. Busen, if we want to remember something new, we only need to correlate it with a certain already known fact, referring to our imagination [1, p. 47-48]. This indirect type of memorization, which is usually attributed to the type of intellectual, is, as noted by A. Leontiev, in the absence of special artificial constraints, in fact, the only type of developed human memory [4, p.548]. This type of memorization is called mnemonics, which is defined as a set of techniques and methods that facilitate memorization and increase the memory span through the formation of artificial associations. The main thing in creating associations is the brightness of the image, unusualness, non-standard, absurdity, surprise, novelty. Thus, to replenish vocabulary and avoid

memorization, you can use such mnemonic methods and techniques as the method of keywords, the method of interaction, establishing links by similarity, contiguity, opposite, the selection of reference "hooks". It is advisable to use the techniques of grouping, classification, division of material into conditional parts, schematization in the process of studying grammar, structuring to establish the interaction of the parts that make up the whole system. Paired associative methods in learning English, French and Latin are successfully used. Techniques such as highlighting that is written in color, size, volume, and numbering have proven to be effective. It trains the memory of pronouncing and memorizing proverbs, clichés, proverbs, pater. Concerning the process of language learning the selection of associations occurs through sound, image or semantic similarity is based on the fact of the existence of language groups and, consequently, the common origin of many words. Almost all European languages (except Finnish, Hungarian and Basque) are representatives of the Indo-European group and, therefore, contain many similar in sound and meaning words [7, p. 101].

In order to study the conditions of using rational methods of memorization in foreign language training, we conducted a questionnaire survey of second-year students studying Philology, Hotel and Restaurant Business, Tourism, Marketing and Law at Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics in 2019-2020 academic year. A total number of interviewed students is 120. Students were asked to answer closed-ended and open-ended questions (Picture 1).

The obtained results make it possible to state a certain tendency among students in mastering the techniques of rational memorization. A large number of respondents is set up for productive activities in mastering a foreign language focusing on psychological assistance. In particular, they are interested in the methods of rational memorization (54.2%) and are convinced that such techniques can be learned (49.2%); ready to respond to such a proposal (54.2%); are convinced that it is possible to study at any age (65.8%) of respondents. At the same time,

they were not interested in such practices (45.8%); unsure of achieving the desired result (31.7% answered "maybe", 17.5% - "I do not know"); are not ready to respond to such a proposal (30% - "maybe", 14.2% - "not now"), and 16.7% agree that such techniques should be taught only in childhood.



Question 5. What can stimulate the desire to master the techniques?

Picture 1

The answer to the fifth question recorded the respondents' desire to have a quick result, which is largely associated with material reward. Personal orientation to one's own desire to develop and master new skills, as well as awareness of the objective need to memorize a large amount of necessary information, looks more productive.

Finally, it may be concluded that we note the contradiction between the intentions to be successful in learning a foreign language and even the willingness to master rational techniques and the existing doubts about the effectiveness of such proposals. Therefore, the attitude of students to the awareness of professional perspective as a personal goal will be very important.

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