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Ozodaxon Xasanova
Fergana polytechnic institute, o.xasanova@ferpi.uz

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**PEDAGOGICAL IMPORTANCE OF MNEMOTECHNICS IN
INCREASING THE VOCABULARY OF UZBEK LANGUAGE LEARNERS
IN GERMAN LANGUAGE**

Xasanova Ozodaxon Qurvonali qizi
Trainee researcher of Faculty Productions
Management of Fergana polytechnic institute
o.xasanova@ferpi.uz

Abstract: This article presents the views on the use of mnemonics in increasing the vocabulary of Uzbek learners in German language and the analysis of its effectiveness. The pedagogical significance of the use of mnemonics is analyzed. The main literature on the subject is studied. The effect of memory techniques on learning efficiency is described.

Key words: pedagogical importance, mnemonics, language learning, language learner, vocabulary, mnemonic pictures, pedagogue

Introduction. In the development of world science, the issue of language learning has never lost its relevance. While the study of a foreign language contributes to the development of certain areas, there is a need for certain innovations in these processes. In today's fast-paced society, learning foreign languages has become one of the most important requirements of our time. It is well known that learning any foreign language is unimaginable without vocabulary. Every foreign language teacher is required to arouse the interest of language learners, to teach effective and easy ways of language learning, also increasing vocabulary.

Foreign language learners spend most of their time for vocabulary learning. They look for different ways to learn new words. They use different cards. But the process is slow and tedious, they lose interest in learning. It is the task of every foreign language teacher to motivate language learners and constantly inspire them in the process of language learning. Keeping students' interest in subject in the age of digital technology is also one of today's demands.

Literature review. The study of the use of mnemonics in the teaching of foreign languages is considered in the researches of the last quarter of the last century. The

available research has been conducted mainly in English, with R. Atkinson [10], A.Cohen [3], M.Raugh, J.Levin [6], [7], M.Pressley, F.Belezza [1], M. Robbins, Bengé, A.Campos [2], F.Craik and R.Lockhart [4], L.Nestari [5], H.Ummah [12], A.Wang [13], [14], F.Yates [11], C.Lucian-Ionel [8] and others.

Research on the use of mnemonics in German language teaching has been conducted mainly in the last years of the last century. Among them, the researches of B.Kuhn [15], H.Sperber [20], A.Coskun [9], J.Lothar [17] are of particular importance.

In recent years, Uzbek researchers Sh. Rakhmonov, I. Sattibaev [19], A.Azamov [16] have tried to shed some light on the use of mnemonics in the teaching of foreign languages. This study focuses on the teaching and learning of English, the use of mnemonics in the teaching of German has not been studied by Uzbek researchers.

Being able to show students the easy ways of language learning inspires them even more. For example, there are many words in each language that are similar in pronunciation or are used almost the same internationally. A.Azamov [16] in his association dictionary "5000 Words in a month" gives examples of such words in English and Uzbek. This method can also be used with German words. For example, in German there are many words ending in -tion. If this suffix is pronounced in Uzbek as -*tsiya*, the translation will be ready. Such words can be understood by almost all language learners. The awakening in them of the idea that they already know these words increases their interest in language learning. On the plus side, in our class, there are no students left who say they don't know anything in German. Examples of such words are:

in German	in English	in Uzbek
<i>die Portion</i>	<i>portion</i>	<i>portsiya</i>
<i>die Konstitution</i>	<i>constitution</i>	<i>konstitutsiya</i>
<i>die Tradition</i>	<i>tradition</i>	<i>traditsiya</i>
<i>die Operation</i>	<i>operation</i>	<i>operatsiya</i>
<i>die Konsultation</i>	<i>consultation</i>	<i>konsultatsiya</i>
<i>die Dissertation</i>	<i>dissertation</i>	<i>dissertatsiya</i>

<i>die Innovation</i>	<i>delegation</i>	<i>delegatsiya</i>
<i>die Intonation</i>	<i>intonation</i>	<i>intonatsiya</i>
<i>die Demonstration</i>	<i>demonstration</i>	<i>demonstratsiya</i>
<i>die Organisation</i>	<i>organization</i>	<i>organizatsiya</i>

Of course, there are exact translations of these words. For example, *die Tradition* – *traditsiya* or *an'ana*, *die Organization* – *organizatsiya* or *tashkilot*. But it motivates language learners to say, "I know," "I can do it." In the process of translation, the language learner realizes that it is possible to give the word tradition in both forms: *traditsiya* or *an'ana*.

The line of such words can go on for a long time. In this way, our language learners will have a certain vocabulary without spending any extra effort.

The suffix *-ion* supplement can help language learners in the same way. For example, the following words can be easily understood by substituting the *-sion* suffix for the *-siya*. For example:

in German	in English	in Uzbek
<i>die Mission</i>	<i>mission</i>	<i>missiya</i>
<i>die Kommission</i>	<i>commission</i>	<i>komissiya</i>
<i>die Profession</i>	<i>profession</i>	<i>professiya</i>
<i>die Session</i>	<i>session</i>	<i>sessiya</i>

Such a series of suffixes can be continued with the suffix *-gie*. According to A.Azamov, there are about 10,000 words in the language ending with this suffix. As an example, we can cite the following words:

in German	in English	in Uzbek
<i>die Energie</i>	<i>energy</i>	<i>energiya</i>
<i>die Ekologie</i>	<i>ecology</i>	<i>ekologiya</i>
<i>die Philologie</i>	<i>philology</i>	<i>filologiya</i>
<i>die Morphologie</i>	<i>morphology</i>	<i>morfologiya</i>
<i>die Strategie</i>	<i>strategy</i>	<i>strategiya</i>

As you can see, the process of learning a language is getting a little easier. But at the same time we cannot deny that such words are included in the passive vocabulary.

In German, words ending in *-ie* can be translated into Uzbek by replacing this suffix with *-ya*. For example:

die Batterie - batareya

die Chemie – ximiya (kimyo)

die Industrie – industriya (sanoat)

die Symphonie – simfoniya

die Lotterie – lotoreya

die Akademie – akademiya

die Komödie – komediya

die Philosophie - falsafiya (falsafa)

Some of the words similar to the above have their own equivalent in the Uzbek language, and when both are used, the listener will have an understanding. For example, the words *industriya* and *sanoat* are used and understood in the same sense.

Such words may include words that can be written and read in both languages. For example:

das Problem – problema

der Fußball – futbol

die Bank – bank

das Kino – kino

global – global

abstrakt – abstrakt

parallel – parallel

formal – formal

The translation can be understood when such words are read. But they need to be worked on at least three times in order to be included in an active dictionary.

Words with ending *-ik*, can also be mastered by substituting *-ika* in Uzbek language. For example:

die Statistik – statistika (statistic)

die Romantik – romantika (romantic)

die Rhetorik – ritorika (rethorik)

die Pragmatik –pragmatika (pragmatic)

die Mathematik – matematika (mathematic)

die Physik – fizika (physik)

die Athletik – atletika (athletic)

die Politik – politika (politic)

Just as brothers are like each other, so are languages. The knowledge of German learners in Russian and English also makes learning German to some extent easier.

It is important to explain to students that they need to move from simple to complex in teaching words, to support student initiatives.

In almost every language, it is possible to make several words based on a single core. The German language is no exception. When language learners are told that they can understand two or three words when they memorize one word, we cause the language learners 'motivation to increase even more. For example:

gehen – yurmoq(to go)

das Gehen – yurish (walking)

essen – yemoq (to eat)

das Essen – ovqat (food)

schlafen – uxlamamoq (to sleep)

das Schlafen – uxlash (sleeping)

schön – go`zal (beautiful)

die Schönheit – go`zallik (beauty)

The above example shows that it is possible to make a noun from a verb and an adjective. In addition, new words are created using prefixes and suffixes, which in turn serve to increase vocabulary. For example:

angenehm – yoqimli (pleasant)

unangenehm - yoqimsiz (unpleasant)

höflich – samimiy (sincere)

unhöflich – go`pol (rough)

Memorizing antonyms and synonyms at the same time is also a fun and effective method. Teaching them with the help of visualization is especially effective. For example:



Picture № 1. Learning antonyms

Turkish teacher Akkiz Kushkun, on the other hand, notes that German-language nouns can be remembered in pairs according to their articles, using mnemo-pictures. She recommends the following mnemo-pictures [9]:



Picture № 2. Learning words “das Lineal”(ruler) and “das Heft”(notebook)

The mask worn by the language learner shows the neuter noun accordingly. That is, the baby - das Baby belongs to the neuter genus.



Picture №.3 Learning words “die Kreide” (chalk) and “die Schere” (scissors)

Singer Beyoncé is a symbol for feminine genus. This method involves not only the study of words in pairs, but also the memorization of the genus of nouns.

Mnemonic pictures can be created for a variety of purposes. For example, the following mnemonic picture helps to remember words in German and Uzbek languages.



Picture № 4 Learning word “der Tisch”

This method can be an example of a mnemonic keyword method. But only the image was used. The word *tish* (*tooth*) in Uzbek is pronounced the same as the word *der Tisch* (*table*) in German. This resemblance serves to memorize the word.

Research methodology. The methodology of the research is the clarifying pedagogical form, methods and means of teaching German to students of higher education institutions using mnemonics.

Research objectives:

- identification of ways to achieve effectiveness through the use of mnemonics in the teaching of new words in German and the development of teaching materials of a mnemonic nature;
- to determine the conditions for increasing the intensity and fun of the language learning process through the teaching of German using mnemonics.

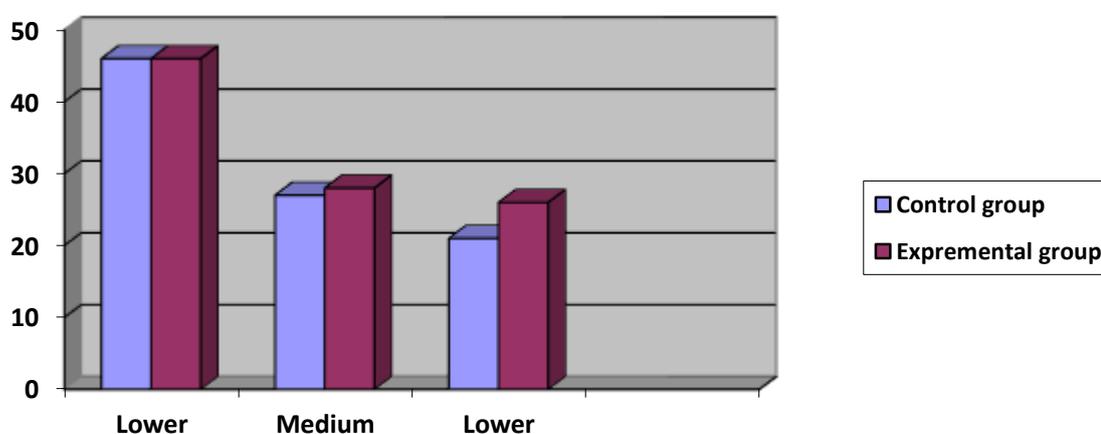
Analysis and results. The students who participated in the experiment were divided into experimental and control groups, in which the level of formation of mnemonics competence was determined at high, medium and low levels.

№	Levels and groups	Control group		Experimental group	
		n1=97 (number of students)		n2=99 (number of students)	
		people	%	people	%

1	High	22	21,3	26	26,3
2	Medium	28	27,1	28	28,3
3	Lower	47	45,6	45	45,4

It is clear from the table that future German language teachers do not yet understand the essence of the mnemonic competence related to their pedagogical activities, and do not fully understand how to use it rationally and effectively in their work.

The results can be plotted as follows:



According to the results of the experimental work, the understanding of mnemonics of future German language teachers and the indicators of their application have increased significantly.

№	Levels and groups	Control group		Experimental group	
		n1=97 (number of students)		n2=99 (number of students)	
		people	%	people	%
1	High	23	23,7	49	39.4
2	Medium	29	29,9	25	25.3
3	Lower	45	46,4	35	35.3

Based on the results, it can be said that the overall result of the upper and middle groups in the control groups increased from 53.4% at the end of the experiment, while previously it was 48.4%. The results of the experimental groups were initially 54.6%,

but at the end of the experiment increased to 74.7 % and differed from the control group by 21.1 %.

Conclusions. In conclusion, it is easy to memorize words, to memorize them for a long time, and to achieve speed when re-applied, using mnemonics is an effective way.

1. Showing language learners the similarities between the vocabulary being studied and the vocabulary in the native language can help motivate language learners. Because with its help language learners realize that they know "something" in the language being studied.
2. Teaching German nouns in pairs helps to remember not only words but also their genus.
3. The use of visualization in memorizing new words is very effective and interesting.

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