

MNEMONICS METHODS IN THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATION

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Abstract: the article analyzes the Mnemonics method as one of the leading methods for developing coherent speech in children. Techniques and methods that facilitate memorization and increase the memory capacity of preschoolers through the formation of artificial associations are described in detail. Recommendations are offered for working with mnemonic tables in preschool educational organizations.

Key words: mnemonics, mnemonic squares, mnemonic tracks, mnemonic table.

It's no secret that nowadays, the following problems are increasingly observed in children: poor vocabulary, inability to coordinate words in a sentence, impaired sound pronunciation, attention, imperfect logical thinking.

Therefore, we were faced with the task of teaching children to express their thoughts coherently, consistently, and grammatically correctly, and to talk about various events from the life around them.

In preschool age, visual-figurative memory predominates, and memorization is mainly involuntary: children better remember events, objects, facts, and phenomena that are close to their life experience. When teaching children, it is quite justified to use creative methods, the effectiveness of which is obvious, along with generally accepted ones.

Mnemonics techniques facilitate memorization in children and increase memory capacity through the formation of additional associations.

Mnemonics is the art of memorization, a set of techniques and methods that facilitate memorization and increase memory capacity through the formation of artificial associations.

Why do preschoolers need mnemonics? The relevance of mnemonics for preschoolers is due to the fact that it is at this age that visual-figurative memory predominates in children. Most often, memorization occurs involuntarily, simply because some object or phenomenon came into the child's field of vision. If he tries to learn and remember something that is not supported by a visual picture, something abstract, then he should not count on success. Mnemonics for preschoolers help simplify the memorization process, develop associative thinking and imagination, and increase attentiveness. Moreover, mnemonics techniques, as a result of the competent work of the teacher, lead to the enrichment of vocabulary and the formation of coherent speech. Mnemonics techniques facilitate memorization in children and increase memory capacity through the formation of additional associations.

Mastering the techniques of working with mnemonic tables significantly reduces training time and at the same time solves problems aimed at:

- development of basic mental processes - memory, attention, imaginative thinking and speech;
- recoding of information, i.e. transformations from abstract symbols to images;
- development of fine motor skills of the hands with partial or full graphic reproduction.

How to use mnemonics in kindergarten? Mnemonics in kindergarten, as an effective method of memorization, are usually mastered using simple examples. To begin with, children are introduced to mnemonic squares - clear images that represent one word, phrase, its characteristics or a simple sentence. Then the teacher complicates the lessons by demonstrating mnemonic tracks - this is a square of four pictures, from which you can compose a short story in 2-3 sentences.

And finally, the most complex structure is mnemonic tables. They are images of the main links, including schematic ones, from which you can remember and reproduce an entire story or even a poem. Initially, the tables are compiled by educators and parents, then the child can be involved in this process, thus, mnemonics will affect not only the development of memory, but also the child's imagination and visualization of images.

When working with children, it is advisable to use mnemonic tables for:

- enrichment of vocabulary;
- when learning to compose stories;
- when retelling fiction;
- when guessing and making riddles;
- when memorizing poetry.

Subject-schematic models of mnemonics used for the development of speech in preschoolers must meet certain requirements:

- a) clearly reflect the basic properties and relationships that are the object of cognition, be similar in structure to the object being studied;
- b) clearly and clearly convey those properties and relationships that must be mastered with its help;
- c) be easy to understand and accessible to create and act with;
- d) an atmosphere must be created, freedom of creativity, each child can have his own model - the one he thinks and imagines;

But it should be noted that when introducing preschoolers to mnemonic tables, it is necessary to follow the algorithm for working with models:

Stage I. This is the introduction of circuit elements and symbols.

For example, designations: color, shape, size, action.

Stage II. The use of elements of supporting diagrams and symbols in all types of classes, in various types of activities, because The child should not get used to the fact that this symbol is applicable only in one area, because the symbol is universal.

Stage III. Introduction of negatives.

For example: not big, not round, not edible.

Stage IV. A combination of symbols, "reading" a string of symbols.

V stage. Children's independent search for images symbolizing some quality.

Stage VI. Looking at the table and analyzing what is shown on it.

VII stage. The information is recoded, i.e. transformation from abstract symbols to images.

VIII stage. After recoding, a retelling of a fairy tale or a story on a given topic is carried out. In younger groups with the help of a teacher, in older groups independently.

It is difficult for children of primary preschool age to grasp educational information immediately through a mnemonic table, so it is more convenient to work with them using mnemonic tracks. The mnemonic track also carries educational information, but in small quantities, which is very important in the early stages of a child's education.

You can work with a mnemonic track using overlay techniques and applications (often used in working with children of primary preschool age), excluding at first the method of partial or complete graphic sketching.

Thus, with the help of mnemonic tables and model diagrams, it is possible to achieve the following results:

- children's knowledge about the world around them increases;
- there is a desire to retell texts and come up with interesting stories;
- there is an interest in learning poems and nursery rhymes;
- vocabulary reaches a higher level;
- children overcome timidity, shyness, learn to behave freely in front of an audience.

Mastering the techniques of working with mnemonic tables significantly reduces training time. Using supporting drawings to teach memorizing poems captivates children and turns the activity into a game.

The visual image that the child retains after listening, accompanied by viewing the drawings, allows him to remember the text much faster. To learn each poem, a mnemonic table is developed and compiled, and pictures are selected for the selected poem (preferably for each line). And so, step by step, a mnemonic table is created.

Thus, the sooner we teach children to tell or retell using the mnemonic method, the better we will prepare them for school, since coherent speech is an important indicator of a child's mental abilities and his readiness for school.

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