

Glazyrina Elena Sergeevna

Candidate of Pedagogical Sciences, Associate Professor

Salatova Lyudmila Maratovna

Candidate of Philology, Associate Professor

Branch of FGKVOU VO "Military educational and Scientific

Center Air Force "Air Force Academy

named after Professor N.E. Zhukovsky and Yu.A. Gagarin"

Russian Ministry of Defense

Chelyabinsk, Chelyabinsk region

LINGVO-PSYCHOLOGICAL METHODS OF VOCABULARY

SEMANTIZATION ON THE BASIS OF MNEMONIC TECHNIQUE

AT THE ENGLISH LANGUAGE LESSONS IN MILITARY UNIVERSITIES

***Abstract:** in the paper, the author reveals opportunities of the lingvo-psychological method of inducing associations as an effective mnemonic technique in teaching vocabulary, radiotelephony phraseology and terminology to cadets. Psychophysiological base of the process of memorizing terminological lexical units and mechanisms of formation of speech habits are described.*

***Keywords:** teaching vocabulary, semantization, radiotelephony phraseology, lexical skills, foreign terminology, mechanisms of memorization, mnemonic techniques.*

Глазырина Елена Сергеевна

канд. пед. наук, доцент

Салатова Людмила Маратовна

канд. филол. наук, доцент

Филиал ФГКВОУ ВО «Военный учебно-научный центр

Военно-воздушных сил «Военно-воздушная академия

им. профессора Н.Е. Жуковского и Ю.А. Гагарина»

Минобороны России

ЛИНГВО-ПСИХОЛОГИЧЕСКИЕ МЕТОДЫ СЕМАНТИЗАЦИИ ЛЕКСИКИ НА ОСНОВЕ МНЕМОТЕХНИКИ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА В ВОЕННОМ ВУЗЕ

***Аннотация:** в статье авторы раскрывают возможности лингво-психологического метода ассоциаций как эффективной мнемонической техники при обучении иноязычной лексике, фразеологии радиообмена и терминологии курсантов. Рассмотрены психофизиологические основы процесса запоминания терминологических лексических единиц и механизмы формирования речевых навыков.*

***Ключевые слова:** обучение лексике, семантизация, фразеология радиообмена, иноязычная терминология, лексический навык, механизмы запоминания, мнемонические техники.*

Taking into consideration the requirements postulated in the new federal educational standards of generation 3++ (ФГОС ВО 3++) the process of teaching foreign languages in a military university should be focused on preparing specialists capable of using modern communication technologies, in their native language well as in a foreign one, for academic and professional interaction (universal competence-4). Such a requirement is quite justified, since compliance with the principle of professional orientation requires taking into account the professional interests of students in English (foreign) language classes [3].

The process of teaching a foreign language consists of several components, one of which is formation of lexical skills. Comprehension of vocabulary, terminology and radiotelephony phraseology is an essential link in teaching a foreign language to future specialists in the aviation sphere. Any competent foreign language teacher realizes that teaching vocabulary will be more successful if semantization of new lexical units relies on psychological foundations and mechanisms of memory, since the psychophysiological basis of speech skills is grounded upon automated dynamic con-

nections represented as a unity of semantic, auditory-speech-motor and grapheme-phonemic images of words and phrases.

As experimental data reveal, the interfering influence of the lexical system of the native language is inevitable, since the native language is the initial basis of reasoning and cognition and is reinforced by constant conversational practice. This influence can also be useful if you help students / cadets identify similarities and differences in the use of words in foreign and native languages. Based on the hypothesis that the information we possess is a multi-level hierarchy of meanings of varying degrees of generalization, attempts have been made to analyze the role of the associative level in speech-thinking activity. And at the present stage, psychological science allows us to assume that associations as involuntary mental activity lie in the basis of the hierarchical pyramid under consideration.

Associations and image formation are the main principles of mnemonic techniques. An image is the brain's reaction to a word that needs to be comprehended, processed and understood. No doubt, mnemonics significantly facilitates the process of learning a language and serves as an effective linvo-psycholoical tool in a high-quality and fast learning of a foreign language.

Conceptual thinking and fantasy can help cadets memorize foreign words, terminology and radiotelephony phraseology avoiding monotonous repetition [1, p. 253]. First, it is necessary to create in your memory support images that are easily recalled in a certain sequence. The following memorization techniques can be applied to the process of teaching aviation English as an additional intensive lingvo-psychological method.

1. Formation of meaningful phrases from the initial letters of the information to be remembered, known as the *alliteration* method. Thus, to remember the term Clear Air Turbulence, you can use the abbreviation CAT. Another example may be WILCO for «Will comply (with the instructions)».

2. Use of *acronyms*: the abbreviation CIGAR allows you to remember the sequence of actions to check the operation of the aircraft, which must be completed be-

fore takeoff (pre-flight preparation): controls (control systems), instruments (instruments), gas (gas), attitude (spatial position), run-up (aircraft run before takeoff).

3. *Rhyming*. Mnemonics are also effective for correcting pronunciation. When studying the international aviation alphabet, cadets often put the wrong stress in the word «hotel» tanding for letter H. The correct stress is easy to remember with the help of rhyme: «хотел в hotel».

Another bright example to exemplify the application of this efficient technique may be as follows. When communicating in English by radio (radio-telephony and communication), a pilot and an air traffic controller use special transponder codes (generally accepted as emergency codes) called squawks. There are:

- 7700 – Primary emergency code. This code lets the controller know that there is a state of emergency on board.

- 7600 – Radio failure or loss of voice communication (Negative contact). This code indicates that there are technical problems with the radio on board.

- 7500 – The code stands for «aircraft hijacked». If the code is in the range from 7500 to 7700, it signals that the aircraft was suddenly hijacked.

The teacher can have their cadets to quickly remember emergency codes by using the following rhymes:

75 – man with knife (or «who will ride»);

76 – radio fix (or radio tricks);

77 – go to heaven.

4. *The «hooks» method*. This method allows to find common roots, letter combinations or separate letters in English and Russian words, for example:

location – локализация, местоположение,

support – поддержка, опора,

rod – подвеска для хранения оружия под фюзеляжем или крылом самолета;

be composed of – состоять, быть составленным (как композиция), etc.

5. *Quaint associations*. This method may include employing pictures, music, quotes or even allusions for the process of memorization. These images, aroused feel-

ings or associations are subsequently connected to the information to be remembered. The main focus of this method is the brightness of the images or conjured emotions. The emotionally richer the images or the associations are, the easier it is to establish links between them and the words (or terms) to be memorized, and accordingly, cadets can remember more terminological units. What is more, memory research claims that building links between data, and professional data in particular, helps remember things better and make sense of what is being learnt thus putting the vocabulary into practical use and employing it in a professional discourse [2, p. 55]. Associations should be non-standard, unexpected, absurd, funny and very often individual. This method is called the Giordano method and consists of two main stages. At the first stage, you need to select a mnemonic code in your native language – a word or a phrase that sounds similar to the term that you need to learn. For example, the term «precipitation» sounds similar to the Russian phrase «присыпает и питает», which is so attributable to the natural phenomenon under study. It is very important to visualize this picture in great detail, and the more details it contains, the higher is the likelihood that the word will be quickly remembered [1, p. 254].

In the result of the analysis of existing scientific psychological and pedagogical sources of literature on the methods of teaching English for Special Purposes in general, as well as directly in aviation educational institutions, it can be noted that the expansion of vocabulary should be based not only on implicit, but also on explicit techniques of vocabulary teaching and semantization, in particular. Undoubtedly, the above-described methods and techniques cannot substitute existing traditional approaches to teaching foreign language vocabulary, but they should complement well them. The introduction of mnemonic techniques into the educational process enables cadets to create their own algorithms for effective memorization of newly introduced vocabulary and terminology, which promotes creative, mindful and conscious learning as opposed to mechanic and ineffective cramming.

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