THE USA JOURNALS
THE AMERICAN JOURNAL OF MEDICAL SCIENCES AND PHARMACEUTICAL RESEARCH
(ISSN – 2689-1026)
VOLUME 06 ISSUE06

PUBLISHED DATE: - 30-06-2024
DOI: - https://doi.org/10.37547/TAJMSPR/Volume06Issue06-03 **PAGE NO.: - 18-20**

RESEARCH ARTICLE **Open Access**

USE OF MNEMOTECHNICS AND KEYWORDS IN LEARNING TERMINOLOGY RELATED TO HUMAN ANATOMY

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Abstract
This article presents information about the use of mnemonic methods and keyword method in the process of teaching anatomical terminology to Uzbek-speaking students. The term "mnemonics" and its scientific aspects are discussed.

Keywords Mnemonics, anatomy, keyword, Latin language, Uzbek language, new pedagogical technologies.

INTRODUCTION

It is no secret that medical students in the process of studying anatomy face the necessity to assimilate a considerable amount of new lexical material. This circumstance creates two main problems for anatomy students. Firstly, they need to master a significant number of lexical units within a limited time frame. The second problem is to transfer the learnt lexical material from passive to active vocabulary, ensuring its long-term retention in memory [1]. Thus, proper and effective organisation of the learning process of anatomy and related terminology, focusing on general aspects of human memory and its basic mechanisms of operation, is considered appropriate and useful [2].

According to psychologist Inna Trofimova, there are optional skills for human life that significantly improve its quality. One of them is fast memorisation. What is mnemonics? The term comes from the Greek 'mnemon' ('memorable'). Mnemonics is a technique of memory development and a set of aids and algorithms that allow you to effectively memorise information in simple and accessible ways. It helps to easily fix in memory phone numbers, passwords, foreign words, names of new acquaintances and other information, easily reproduce it when necessary[3]. Mnemonic algorithms work with the help of additional associations and serve as a kind of key to what needs to be remembered, but do not describe the subject or situation. Memorisation occurs by encoding data and changing the type of information: numbers are replaced by words, places are remembered instead of words, poems are substituted for formulas. According to Esther Herema, an expert in social work and health, people can train their memory with the help of mnemonic techniques at any age. Mnemonics are suitable for children and adults of all ages. It serves as fitness for the brain, allowing you to think

creatively, memorise and always stay in tone[4].

Human memory is an extremely complex structure consisting of various levels and stages directly controlling physiological, psychological and intellectual activities. However, for the purposes of this study, the theory of the structural structure of human memory proposed by P.P. Blonsky in 1964 is particularly relevant. This classification reveals didactic functions of memory layers in the educational process. According to this classification, the highest level of memory is verbal-logical memory, which facilitates the memorisation of thoughts and words. Indeed, people generate thoughts through linguistic means and store them by organising these thoughts into logical sequences. Figurative memory arises from the compilation of events experienced or represented during a person's life. Examples include memories associated with people, objects, sounds, and emotions.

Emotional memory develops from emotional experiences that a person has or has had. A person can repeatedly recall experiences of joy, sorrow, anger, or regret, reliving them anew each time as if they were happening again[5].

Another outstanding level of memory is related to physical actions. Repetitive physical actions performed throughout a person's life help form this type of memory. Examples include swimming, cycling or running.

The levels of memory mentioned above play a key role in regulating and managing the overall functioning of individuals. It is important to note that although each level has its own distinctive functions, collectively they contribute to the overall internal layer of human cognitive memory. In other words, although human memory is nourished by different types of memory "threads" over the course of a lifetime, these threads converge to fulfil a fundamental role in establishing a common memory layer[6].

As renowned memory and learning expert Joshua Foer points out, in learning, people achieve better results when they integrate the material they are learning with their imagination, emotions, and physical actions, rather than simply memorising text or sounds. For example, it is easier for a person to recall and talk about a film they watched compared to a text they read from a book because the process of watching a film involves integrating textual information with visual and audio elements and emotions/psychological experiences evoked by the film. Consequently, when any information related to the film viewed is mentioned, it renews the flow of emotions and impressions experienced while watching the film, which in turn revives other related memories[2].

In the study of anatomy, the use of mnemonic techniques not only makes the task of learning lexical material less tedious, but also interesting and even enjoyable by engaging cognitive, emotional and imaginative processes. These techniques have been proven to achieve good results, especially for beginners in human anatomy. It is noticeable that mnemonics emphasises the generation of a variety of emotions and impressions in the student during the learning process, thus involving other human senses in the educational experience. This approach greatly facilitates the acquisition and retention of new knowledge.

Mnemonic techniques encompass a variety of methods aimed at learning skills and knowledge in different areas. However, the keyword method of mnemonics is particularly effective for learning new vocabulary items in foreign languages, including Latin terms related to human anatomy. According to studies by scholars such as Anari and Sajadi, using the keyword method helps students transform semantic information from short-term passive knowledge to long-term active skills. In addition, the use of keyword method in mnemonics has been observed to have a positive effect on the educational process of students with relatively low learning levels [7].

Given that the process of learning anatomical terminology is inextricably linked to the involvement of memory, it is appropriate to engage memory in the method described above. This not only facilitates the learning of terminology, but also makes the process interesting and enjoyable.

Mnemonics is a distinctive method of memory development, primarily aimed at helping you learn new knowledge by activating different channels of information perception and memory levels. The keyword method, in particular, has a special place in mnemonics, allowing for quick and efficient learning of anatomy vocabulary.

CONCLUSIONS

Human memory is a unique and extremely complex entity that is of paramount importance in every aspect of our lives. Indeed, not only human cognitive activities, but also human emotional and physical activities are closely related to memory. Although human memory is divided into different levels, it is only by integrating and sharing these levels that human memory can be improved. In other words, high results can be achieved by carefully linking the memory channels responsible for physical movements, emotional and psychological experiences, logical thinking and information perception. The 21st century is a period of rapid change and rapid progress. To succeed in this time, people need to act quickly and efficiently. Mnemonics and the keyword method are specifically designed to fulfil this need. However, it is important to emphasise that mnemonics is not a 'magic recipe' for acquiring new knowledge. Its successful application in the learning process requires effort and creativity from both students and teachers.

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