**The effectiveness of mnemonic techniques in teaching vocabulary**

Nowadays, the agenda in teaching foreign languages is mostly focused on communication, functional language and, hence lexis and vocabulary. Although, educators have shifted their approaches from grammar-centered to more lexical-oriented ones, acquisition and memorization of lexis are still troublesome. Much as rote learning is considered to be less effective, nowadays a lot of other techniques and methods are used to facilitate vocabulary learning. One of the most efficient ones is mnemonics or memory devices.

**The relevance** of the study relies in enormous requests for provision of efficacious and comprehensible ways to acquire vocabulary items. The problem embraces not the availability of the material, but the fact that methods and techniques to memorize and retain information effectively are not well-spread among language learners.

**The novelty** of the study is determined by the practical implementation of different types of mnemonics and the explanation of the process of their creation.

**The aim** of the study is to analyze the effectiveness and significance of mnemonics, their supremacy over rote learning and provide different examples of their implementation and a guideline for their creation.

**The research** is built upon the basic and fundamental principles and ideas of Scot Thundery, who has mainly contributed to the theory and methodology of teaching vocabulary. Moreover, Russian professors Ziganov and Kozarenko have presented the great manual to work with mnemonics, which is highly used by teachers of various subjects.

**The theoretical value** of the study is that its theory and practical examples might serve for further research in this sphere – teaching and learning vocabulary of the second language.

**The practical value** of the study is that an educator might use the guidelines and recommendations directly in their teaching practice.

During the study it was **concluded** that:

1. Human memory can be depicted as different types, and the goal of information retention is to transfer it from short-term memory to a long-term one [Francisco 2017: 4-11];
2. The basis of the human mental process is spatial\visual learning [Kozarenko 2007: 85];
3. The formation of connections between images represents the main factor in remembering [Kolesov 2015: 74];
4. Mnemonics enlarge human memory and facilitate the process of memorizing by dint of creating new associations[Cheung 2000: 75];
5. Mnemonics have a great variety and can be adapted for a lot of purposes[Thompson 1987: 134].
6. Mnemonics can be used for learners of different ages[O'Hara 2007: 585-590].

Moreover, different types of mnemonics have a common principle of work connected to associations. Therefore, their creation of can be narrowed to a specific guideline. It consists of eight steps: identify, choose, imagine, associate, build up connections, add senses, exaggerate and group. It should be mentioned that the range of mnemonic techniques is wide and vast. Therefore, for each of them, there might be a mechanism for their creations. However, the basic principles are the same. Besides, mnemonics can help in teaching pronunciation as it is a vital part of teaching vocabulary. For instance, it occurs that learners mispronounce the word “oven” as it starts with letter the “O”. In this case, “oven” can be associated with a word that students definitely know, e.g. the word “love”. “I’ve baked some love in the oven” – can be a proper option. It can be also represented as a picture that also activates sensory and visual memory. This technique shows their flexibility and adaptability, which is good for various contexts. Moreover, this technique can minimize L1 interference on the phonetical level, which also can be counted as a benefit of its implementation.

**References**

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