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HOW IMPORTANT IS MEMORY FOR LEARNING ENGLISH?

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Abstract: The purpose of this article is to examine the relationship between human memory and English language learning from a psychological perspective. The article discusses the processes of encoding, storage and retrieval, as well as sensory memory, short-term memory, working memory and long-term memory. It also examines the psychological mechanisms of forgetting and explains why ***vocabulary Avgust be difficult to retain.***

Keywords: Memory processes; cognitive mechanisms; foreign language learning; English vocabulary acquisition; vocabulary retention; retrieval processes.

Learning English is a long-term cognitive process in which new information must be understood, organized and retained. A learner does not acquire a foreign language simply by being exposed to English. The learner must gradually develop knowledge of vocabulary, pronunciation, grammar, sentence patterns and meanings and then become able to use this knowledge in communication. Consequently, learning English is closely related to the way human memory functions. One of the ***most noticeable problems among English learners is forgetting. A learner Avgust study*** a list of new words in the evening, recognize them easily the following morning, and then discover several days later that some of the words cannot be recalled. In another ***situation, a learner Avgust understand a word while reading but be unable to produce it*** during a conversation. These experiences are often interpreted as evidence of a "bad memory". From a psychological perspective, however, forgetting cannot be explained simply by saying that a person has a weak memory. Human memory is a complex system rather than a single ability. Cognitive psychology distinguishes different processes and systems involved in remembering information. Baddeley,

Eysenck and Anderson, for example, discuss memory in relation to learning, organization, working memory, attention and long-term memory. Their work demonstrates that memory should be examined as a set of interacting processes rather than as a simple capacity to memorize information. In cognitive psychology, memory refers to the processes through which information is encoded, retained and later retrieved. These processes allow people to use previous experience when dealing with new situations.

- The first important process is encoding. Encoding occurs when incoming information is processed in a form that can enter the memory system. In English learning, encoding begins when a learner notices a new linguistic item.

- The second process is storage. After information has been encoded, it must be retained. Storage is important because language learning requires information to remain available beyond the immediate learning situation.

- The third process is retrieval. Retrieval is the process of accessing information that has previously been stored. These three processes can therefore be illustrated as: Encoding → Storage → Retrieval For an English learner, the sequence may look like this: Seeing a new word → processing its meaning → retaining it → recalling it later → using it in communication.

•Psychological research identifies several forms of memory. Although different theories use different classifications, sensory memory, short-term memory, working memory and long-term memory are particularly useful when discussing language learning.

Sensory Memory Sensory memory briefly retains information received through the senses. In language learning, auditory information is particularly important. When a learner hears an unfamiliar English word, the sound must be briefly available for further processing.

Short-Term Memory Short-term memory refers to the temporary retention of information. It allows information to remain available for a limited period.

Working Memory involves the temporary maintenance and active processing of information. It is particularly relevant when learners have to process several pieces of information simultaneously.

A learner must process the words, maintain parts of the sentence and connect them grammatically and semantically. This requires active processing rather than simple memorization. Working memory is therefore relevant to listening comprehension, reading, grammar processing and speaking. Baddeley, Eysenck and Anderson (2020) devote substantial attention to working memory and its relationship with attention and cognitive processing. The third edition of their textbook also incorporates research on visual short-term and working memory.

Long-Term Memory allows information to remain available for extended periods. For English learners, long-term memory is essential because vocabulary and grammatical knowledge must remain accessible after the original learning situation has ended.

• Long-Term Memory and Vocabulary

Vocabulary learning is one of the clearest areas in which long-term memory becomes visible. A learner may encounter a word many times before being able to use it confidently. Nation emphasizes that knowing a word involves much more than knowing one translation. Vocabulary knowledge includes information about word form, meaning and use. His book contains separate discussions of vocabulary and listening/speaking, vocabulary and reading writing, vocabulary-learning strategies, learning from context and deliberate learning from word cards.

• Schmitt's work on vocabulary in language teaching similarly treats vocabulary as a central component of language learning and teaching rather than as a simple list of translations. The book examines vocabulary knowledge, acquisition and teaching from a language-learning perspective.

- The Role of Repetition is often recommended in language learning, but its effectiveness depends on how it is performed. Simply looking at the same

vocabulary list repeatedly may produce familiarity without necessarily producing strong retrieval ability. More active forms of practice require learners to attempt to retrieve information. Context provides another important connection between memory and language learning. A word encountered in a meaningful sentence may be processed differently from an isolated word on a list. Regular speaking practice can increase opportunities to retrieve vocabulary under communicative conditions. When a word is used repeatedly in meaningful communication, the learner becomes more familiar with accessing it when needed. Vocabulary is therefore connected with all four major language skills. Schmitt's vocabulary teaching framework specifically considers vocabulary in relation to listening, speaking, reading and writing.

Factors That Influence English Learning Memory does not operate independently. Several factors can influence how effectively information is learned and retained.

Attention Information that receives insufficient attention may not be processed deeply enough for effective learning.

Meaning Meaningful information can be connected with existing knowledge and experiences.

Repetition Repeated exposure gives learners additional opportunities to process and retrieve language.

Context Words encountered in meaningful contexts can develop richer associations.

Practice Using English in speaking and writing provides opportunities to retrieve stored knowledge.

Motivation Motivation influences how much time and effort a learner invests in English.

Previous knowledge Existing vocabulary and grammatical knowledge can help learners understand and acquire new language.

Research Methodology:

An empirical study was conducted among 30 seventh-grade students of School No. 4 in Khojayli District, Republic of Karakalpakstan. The group included both boys and girls. The study was conducted using Smirnov's memory methodology to examine the effectiveness of mechanical and logical memorization.

The participants were presented with 15 words for memorization. The purpose of the study was to compare two forms of memorization and determine whether logical organization of information was associated with better memory performance than mechanical memorization. The study focused on the following research question: Which type of memory is more effective for retaining verbal information: mechanical or logical memory?

Results: The obtained results demonstrated a difference between the participants' performance in logical and mechanical memory.

For logical memory, the highest score was 15 points, while the lowest score was 6 points. For mechanical memory, the highest score was 11 points, while the lowest score was 5 points. Thus, the maximum result in logical memory was higher than the maximum result in mechanical memory. The minimum score was also slightly higher in logical memory.The results indicate that logical memorization may have been more effective than mechanical memorization for the participants in this study. The difference can be observed particularly in the maximum scores: participants reached the full 15-point result in logical memory, whereas the highest mechanical-memory result was 11 points.

One possible explanation is that logically organized information can be connected with meaning and relationships between individual elements. Such connections may provide additional cues for later retrieval. In contrast, mechanical memorization depends more heavily on retaining information without necessarily establishing meaningful relationships between its elements. However, the findings should be interpreted with caution. The study involved only 30 seventh-grade students from one school, so the results cannot be generalized to all school students.

In addition, the study compares the results of two memory conditions but does not by itself establish that logical memory is universally superior to mechanical memory. Nevertheless, the findings provide an interesting empirical basis for considering the importance of meaningful processing in foreign-language learning. In the context of English vocabulary acquisition, connecting new words with their meanings, contexts and relationships may help learners retain and retrieve them more effectively.The empirical findings demonstrate that the participants achieved higher maximum and minimum scores in logical memory than in mechanical memory. The maximum score for logical memory was 15 points, compared with 11 points for mechanical memory, while the minimum scores were 6 and 5 points, respectively. These results suggest that logical memory may play an important role in retaining verbal information. For English language learning, this finding supports the idea that meaningful processing and establishing associations between words may be more productive than relying exclusively on mechanical memorization.

Conclusion

In my opinion, memory is one of the most important foundations of learning English, but memorization alone is not enough. I believe that information is remembered more effectively when a learner understands its meaning and connects it with previous knowledge and real-life situations. Therefore, English learners should not only memorize new words, but also understand, repeat and use them in practice. In this way, memory becomes not simply a way of storing information, but an important part of developing real language skills.

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