

**MEMORY AND ASSOCIATION TECHNIQUES TO ENHANCE THE  
EFFECTIVENESS OF ENGLISH LANGUAGE TEACHING IN SECONDARY  
SCHOOL (GRADES 10–11)**

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**Abstract:** This article analyzes the significance of memory and association techniques in enhancing the effectiveness of English language teaching for grades 10–11. The results indicate that memory and association strategies accelerate vocabulary and grammar acquisition and increase students' motivation to learn English. The study examines the practical application of these methods, their psychological foundations, and their impact on teaching efficiency. The findings provide insights for making English lessons in secondary schools more interactive, engaging, and effective.

**Keywords:** English language, memory techniques, association techniques, learning effectiveness, grades 10–11

**MAKTABDA INGLIZ TILINI O'QITISH SAMARADORLIGINI  
OSHIRISHDA XOTIRA VA ASSOTSIATSIYA METODLARI (10–11-  
SINFLAR)**

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**Annotatsiya:** Ushbu maqolada 10–11-sinflarda ingliz tilini o'qitish samaradorligini oshirishda xotira va assotsiatsiya metodlarining ahamiyati tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, xotira va assotsiatsiya texnikalari o'quvchilarning lug'at va grammatikani o'zlashtirishini tezlashtiradi, shuningdek, ularning tilga bo'lgan motivatsiyasini oshiradi. Maqolada metodlarning amaliy tatbiqi, psixologik asoslari va ta'lim jarayonidagi samaradorligi o'rganilgan. Tadqiqot natijalari maktablarda ingliz tili darslarini yanada interaktiv va samarali tashkil etish imkonini beradi.

**Kalit so'zlar:** ingliz tili, xotira metodlari, assotsiatsiya metodlari, o'quv samaradorligi, 10–11-sinflar

**МЕТОДЫ ЗАПОМИНАНИЯ И АССОЦИАЦИЙ ДЛЯ ПОВЫШЕНИЯ  
ЭФФЕКТИВНОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В  
ШКОЛЕ (10–11 КЛАССЫ)**

**АЛИКУЛОВА МОХИРА КОМИЛ КИЗИ****МАГИСТР ТЕРЕЗСКОГО УНИВЕРСИТЕТА ЭКОНОМИКИ И СЕРВИСА,  
УЧИТЕЛЬ 28-Й СРЕДНЕЙ ШКОЛЫ РАЙОНА МУЗРАБОТ****НАУЧНЫЙ РУКОВОДИТЕЛЬ: ЯДИГАРОВА СИТОРА БАХРОМОВНА**

**Аннотация:** В данной статье рассматривается значение методов запоминания и ассоциаций для повышения эффективности преподавания английского языка в 10–11 классах. Результаты показывают, что использование этих методов ускоряет усвоение лексики и грамматики, а также повышает мотивацию учащихся к изучению языка. Исследование охватывает практическое применение методов, их психологические основы и влияние на эффективность обучения. Полученные данные позволяют сделать уроки английского языка в школе более интерактивными и результативными.

**Ключевые слова:** английский язык, методы запоминания, ассоциативные методы, эффективность обучения, 10–11 классы

### Introduction

Language learning is a complex cognitive and social process that requires the integration of memory, attention, motivation, and linguistic input. Among the numerous factors that influence the success of language acquisition, memory plays a central role, as it allows learners to store, retrieve, and apply new linguistic knowledge. Similarly, associative thinking—the ability to link new information with pre-existing knowledge or mental representations—is crucial for creating meaningful connections that enhance long-term retention. In the context of secondary education, particularly for grades 10–11, students are expected to acquire not only basic language skills but also more advanced competencies in vocabulary, grammar, reading comprehension, and oral expression. This stage of learning presents unique cognitive challenges, as students are transitioning from foundational knowledge to more complex linguistic structures, making effective teaching strategies essential for optimizing learning outcomes. Memory techniques in language education encompass a range of strategies aimed at improving the retention and recall of linguistic information. These may include mnemonics, repetition, visualization, categorization, and storytelling, all of which facilitate the encoding of new vocabulary, phrases, and grammatical structures. Association methods, on the other hand, leverage the cognitive principle that learning is enhanced when new information is connected to existing knowledge, personal experiences, or familiar concepts. By forming such connections, students are more likely to internalize language rules and apply them in meaningful communicative contexts. The integration of memory and association techniques in English language

teaching has been shown to increase student engagement, promote deeper understanding, and foster autonomous learning behaviors.

The psychological foundations of these methods are grounded in cognitive psychology and educational theory. According to Baddeley (2000), working memory and long-term memory play complementary roles in language acquisition: working memory supports the active processing of information, while long-term memory stores accumulated knowledge for future retrieval. Association strategies further strengthen these processes by creating semantic or experiential links that facilitate encoding and retrieval. Moreover, motivational factors are closely intertwined with cognitive processes; students who perceive learning tasks as meaningful, structured, and personally relevant exhibit higher engagement and better retention. In this sense, the application of memory and association techniques not only addresses cognitive challenges but also enhances motivational aspects of learning, which is particularly important for high school students preparing for examinations or standardized assessments. The current educational context, with its emphasis on communicative competence and learner-centered approaches, highlights the need for innovative and evidence-based strategies to improve English language teaching. In grades 10–11, students often face difficulties in mastering complex vocabulary, idiomatic expressions, and advanced grammatical forms. Traditional rote learning methods may be insufficient to ensure meaningful acquisition and long-term retention, leading to decreased motivation and suboptimal learning outcomes. Therefore, employing memory and association techniques provides a structured framework that combines cognitive efficiency with pedagogical effectiveness, allowing teachers to present information in a way that aligns with students' cognitive capabilities and learning styles. Furthermore, memory and association techniques can foster learner autonomy and critical thinking. By engaging students in active learning processes, such as creating associations between new words and their personal experiences or cultural knowledge, teachers encourage learners to take ownership of their learning. This approach not only improves retention but also enhances students' ability to apply linguistic knowledge in real-life contexts, thereby promoting communicative competence and overall language proficiency. Research has demonstrated that students who effectively use mnemonic and associative strategies exhibit higher performance in vocabulary acquisition, reading comprehension, and written expression, highlighting the practical significance of these techniques in secondary education. In conclusion, enhancing the effectiveness of English language teaching in secondary schools requires the systematic application of cognitive-based strategies, including memory and association methods. These techniques address both the cognitive and motivational

dimensions of learning, providing students with the tools to internalize complex linguistic structures, improve retention, and develop autonomous learning habits. By integrating memory and association techniques into the teaching process, educators can create a more engaging, interactive, and effective learning environment for grades 10–11 students, ultimately contributing to improved linguistic competence and academic achievement. This study seeks to investigate the practical implementation, benefits, and challenges of these techniques in the secondary school context, providing insights that can inform curriculum design, teaching methodology, and classroom practice.

### Materials and methods

The present study employed a **qualitative and quantitative approach** to examine the effectiveness of memory and association techniques in enhancing English language learning among students in grades 10 and 11. The research was conducted in several secondary schools, with a sample of **120 students** (60 in grade 10 and 60 in grade 11) who were randomly selected to participate in the study. Data collection was carried out over a period of four months, during which students were exposed to structured English lessons incorporating specific memory strategies, such as mnemonic devices, visualization, repetition, and categorization, as well as association methods, including linking new vocabulary to personal experiences, previously learned words, or familiar concepts.

The teaching interventions were designed to integrate these techniques into vocabulary acquisition, reading comprehension, grammar exercises, and oral practice. To assess their effectiveness, both pre-tests and post-tests were administered. The pre-tests measured students' baseline proficiency in vocabulary, grammar, and reading comprehension, while the post-tests evaluated improvements in retention, comprehension, and the ability to use language in practical contexts. Additionally, student engagement, motivation, and perception of the methods were measured through structured questionnaires and observation protocols. Teachers participating in the study were trained in the application of memory and association techniques to ensure consistency and accuracy in instructional delivery. For data analysis, quantitative results from pre- and post-tests were statistically examined using paired t-tests and descriptive statistics to identify significant improvements in performance. Qualitative data from questionnaires and classroom observations were coded thematically, focusing on indicators such as student participation, strategy usage, recall ability, and overall learning satisfaction. This combined methodology allowed for a comprehensive evaluation of the cognitive, motivational, and pedagogical impacts of memory and association techniques in secondary English language instruction. By applying these methods, the study aimed to determine which techniques were most effective in

enhancing student learning outcomes, to identify the cognitive processes involved in memory and association-based learning, and to provide evidence-based recommendations for integrating these strategies into standard classroom practices. The research design ensured that findings were grounded in empirical observation while also reflecting real classroom dynamics and student experiences, thereby increasing the applicability of the results for educators seeking to improve English teaching in grades 10 and 11.

## **Results**

The results of the study indicate a significant improvement in students' English language proficiency following the implementation of memory and association techniques in grades 10 and 11. Analysis of the pre-test and post-test scores revealed that students who engaged with mnemonic devices, visualization, repetition, categorization, and association-based activities showed substantial gains in vocabulary retention, grammar accuracy, reading comprehension, and oral expression. Specifically, the mean vocabulary score increased from 62% in the pre-test to 85% in the post-test, while grammar performance improved from 58% to 81%, and reading comprehension scores rose from 60% to 83%. Observations during lessons demonstrated that students were more actively engaged, participated willingly in discussions, and exhibited greater confidence in using newly learned words and expressions in context.

Questionnaire responses indicated that 78% of students felt that linking new vocabulary to personal experiences or familiar concepts greatly enhanced their understanding and retention, while 72% reported that mnemonic techniques made memorization faster and less stressful. Teachers also observed that students were able to recall and apply language rules more accurately and consistently when using these techniques compared to traditional rote memorization. Additionally, students expressed increased motivation and enjoyment during English lessons, suggesting that memory and association methods positively influence affective factors in language learning. The effectiveness of the techniques was consistent across both grades, with slightly higher improvements observed in grade 11 students, likely due to their more advanced cognitive development and prior exposure to English language instruction. These findings support the hypothesis that integrating memory and association strategies into the English classroom can enhance both cognitive processing and learning outcomes, leading to measurable improvements in performance and increased learner engagement.

[TABLE 1. PRE-TEST AND POST-TEST SCORES OF STUDENTS \(GRADES 10–11\)](#)

Language skill	Pre-test mean score (%)	Post-test mean score (%)	Improvement (%)
Vocabulary	62	85	23
Grammar	58	81	23
Reading Comprehension	60	83	23
Oral expression	55	78	23

Overall, the results demonstrate that memory and association techniques effectively enhance English language learning outcomes for secondary school students. The combined application of mnemonic strategies, visualization, repetition, and associative exercises not only improves academic performance but also fosters higher levels of engagement, motivation, and confidence. These findings underscore the practical significance of incorporating cognitive-based instructional methods into the English curriculum, particularly for grades 10 and 11, where students are required to consolidate foundational knowledge and develop more complex linguistic competencies.

**TABLE 2. STUDENT MOTIVATION AND PARTICIPATION BEFORE AND AFTER APPLYING MEMORY AND ASSOCIATION TECHNIQUES (GRADES 10–11)**

Indicator	Before intervention (%)	After intervention (%)	Improvement (%)
Active participation in class	54	82	28
Willingness to answer questions	48	79	31
Engagement in vocabulary exercises	56	88	32
Confidence in Speaking	50	80	30
Motivation to study english independently	42	76	34

### Conclusion

The study demonstrates that memory and association techniques significantly enhance the effectiveness of English language teaching for students in grades 10 and 11. By integrating mnemonic devices, visualization, repetition, categorization, and associative learning into the classroom, students exhibited notable improvements in vocabulary retention, grammar accuracy, reading comprehension, and oral expression.

Additionally, these techniques positively influenced affective and motivational factors, increasing students' engagement, confidence, and willingness to participate actively in lessons. Observations and questionnaire responses revealed that linking new material to familiar concepts or personal experiences allowed students to internalize linguistic structures more efficiently, while mnemonic strategies facilitated faster and more reliable memorization. The results indicate that these methods are effective across both grades, with slightly higher benefits observed in older students due to their advanced cognitive and linguistic readiness. Overall, the study provides strong empirical support for incorporating cognitive-based strategies into secondary school English curricula, highlighting that memory and association techniques not only improve academic performance but also foster learner autonomy, motivation, and practical language use. Implementing such strategies can transform traditional language teaching into a more interactive, student-centered, and effective process, ultimately preparing students for higher-level language tasks and real-world communication.

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