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ИСПОЛЬЗОВАНИЕ КАРТОЧЕК ДЛЯ ИЗУЧЕНИЯ ЛЕКСИКИ НА ИНОСТРАННОМ ЯЗЫКЕ

***Аннотация:** в статье рассматривается метод использования карточек как нетрадиционный подход к приобретению и закреплению новой лексики в английском языке. Чтобы понять суть этого метода, приводится исторический обзор, а также анализ различных методов, которые включают использование карточек.*

***Ключевые слова:** память, лексические навыки, флэш-карты, метод Лейтнера, ассоциативные карточки.*

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USING FLASHCARDS FOR VOCABULARY STUDY IN A FOREIGN LANGUAGE

Abstract: *the article examines the method of employing flashcards as an unconventional approach for the acquisition and retention of new vocabulary in the English language. To comprehend the essence of this technique, a historical perspective is provided, alongside an analysis of various methods that incorporate the use of flashcards.*

Keywords: *flash cards, lexical skills, Leitner's method, association cards, memory.*

Modern education is a dynamically developing field where traditional teaching methods constantly encounter innovative approaches. In today's society, where information and communication play a key role in everyone's life, learning at least one foreign language is becoming increasingly relevant. The most common problem when mastering a new language is not understanding the grammar, but rather memorizing words and acquiring lexical skills.

History.

During the early 19th century, while paper remained relatively costly compared to modern standards, its accessibility facilitated the emergence of rudimentary flashcards in educational settings.

Concurrently, various religious organizations, notably the Quakers, established schools catering to underprivileged children. These institutions were overcrowded with pupils who frequently lacked the financial resources to acquire even a single textbook. Moreover, educators often possessed limited training and struggled to provide personalized instruction due to time constraints.

In this context, the «reading card," a precursor to the modern flashcard, emerged as a valuable pedagogical tool.

The emergence of flashcards as an educational tool appears to have been a parallel development across societies, although the concept arose independently at different points in time.

In his autobiography published in 1810, the prominent English philosopher and economist John Stewart Mill documented one of the earliest known instances of flashcard utilization. He recounted how his father employed cards inscribed with Greek vocabulary terms («vocables») on one side and their English translations on the other to facilitate his language learning.

Subsequently, in 1834, Favell Lee Bevan introduced illustrated cards within his book «Reading Disentangled." These cards, designed for reading instruction, are often regarded as precursors to modern flashcards, featuring illustrations alongside the initial letter of each word to aid phonetic development.

Traditional methods of memorizing new vocabulary, grammatical rules, and functional language primarily involve rote learning without genuine comprehension. As a result, after a certain period, the material is entirely forgotten, necessitating a review and relearning of the content.

Leitner's system.

The theoretical foundations of spaced repetition were established by the German psychologist H. Ebbinghaus, who conducted research on the patterns of memory retention and concluded that the rate of forgetting learned material is proportional to the time elapsed since it was memorized. Later, the American linguist P. Pimsleur proposed a new approach that advocates for the repetition of previously learned material just before it is entirely forgotten. This approach is grounded in the theory of forgetting, which posits that repetition cannot commence either too early or too late relative to a hypothetical optimal moment for recall, as this would compromise the effectiveness of memory retention.

In this case, it is essential to employ the Leitner system-a widely used method for effective memorization and review utilizing flashcards, proposed by the German scholar and journalist Sebastian Leitner in the 1970s.

Particular attention should be paid to the system of memorizing material through flashcards, proposed by S. Leitner, which is based on the method of spaced repetition. This system is advantageous in that it allows learners to focus on material that is more difficult to memorize while also regulating the frequency of repetitions as information is mastered. S. Leitner outlined the algorithm for using flashcards as follows:

- distribute all studied material across cards, with one card representing one unit of information;
- cards containing material that is entirely unmemorable should be placed in a separate deck and reviewed daily;
- cards with material that is memorized only partially should be placed in a second deck and reviewed every other day;
- cards with material that is sometimes forgotten or not always recalled quickly should be placed in a third deck and reviewed every three days;
- as mastery of the material increases, cards should be moved from the first deck to the second and then to the third.

This method offers numerous advantages when learning a foreign language. Leitner's memorization system is a simple and accessible method for retaining material, which can be implemented in either paper or electronic formats; it is suitable for reviewing any information that can be broken down into logical blocks; and it promotes the development of short-term, medium-term, and long-term memory.

Short-term memory plays a crucial role in the initial perception and processing of new information. However, without systematic repetition, information is quickly forgotten. Working memory is involved in manipulating new information, and it is at this stage that flashcards assist learners in reviewing and reinforcing vocabulary

items. Furthermore, to transition new information into long-term memory, multiple repetitions are needed, ideally with increasing time intervals between these repetitions. This principle forms the foundation of the spaced repetition method.

Modern education is actively evolving, and there are numerous ways to utilize flashcards in English language lessons. Here are some of the most fundamental and straightforward methods:

The most popular methods.

1. Picture Recognition: The teacher shows students a picture, and they name the corresponding word. This exercise is suitable for reviewing previously learned material.

2. Reverse Flashcard: In this method, the flashcard is turned so that only the word is visible. Students see the word and must name it. Afterward, they can be prompted with guiding questions to identify another word that starts with the same letter and is graphically similar to the word on the card, based on words they have studied previously. This method is more challenging than the first, as English has many visually similar words, or where spelling does not completely correspond to pronunciation, such as «three," «eight," or «one." In such cases, prompts may be necessary.

3. Memory and Attention Exercise: This approach aims to develop students' memory and attention skills. The teacher shows students several cards for them to memorize, then removes one card and asks them to identify which one is missing.

4. Sentence Completion: Another engaging way to use flashcards is to attach a card to the board and write a sentence with a missing word represented by the card. Students must guess the word, for example, "... is made from sausage, dough, tomatoes, and pickles».

5. Game with Gradual Reveal: An exciting way to use flashcards is to completely cover the card and then gradually uncover it, starting from the edge and revealing small parts at a time. Many students may be able to guess the word quickly. This method helps determine which students have well-developed visual memory

and quick reaction times. This technique is considered very fun for the class because it has a competitive nature, with each student trying to be the first to name the word.

For school students, the learning process becomes more successful when games are incorporated or when there is a competitive element involved.

Conclusion.

Flashcards are indeed one of the most effective methods for learning and reinforcing vocabulary. They actively engage learners in the process, leading to better retention of information. The flashcard method allows for not only repetition of words but also testing one's knowledge, which enhances active recall-a key element of effective learning. Furthermore, flashcards can be easily customized to meet individual needs by adding new words and phrases as they are learned, making them a versatile tool for all levels of language proficiency. Therefore, it can be confidently stated that flashcards are one of the best and most convenient methods for working with vocabulary.

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