



MEMORY TECHNIQUES & ITS USES FOR THE B.ED. TRAINEE-TEACHER

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ABSTRACT:

The paper describes some points related to memory and its techniques for the B.Ed. trainee-teacher. This article delves the concepts of memory its techniques .For B.Ed. Teacher-trainee the use full memory techniques are discussed. Themselves as well as in internship they use this techniques for their school students also. Memory world indicates both the individual facts and experiences we remember as well as the brain's ability to contain it all. For ex. a good memory for names means you retain someone's name. Memory has also come to refer to a computer's capacity to store information but in this article meaning of memory is the cognitive processes whereby past experience is remembered.



KEY WORDS: **Memory:** Human memory, **Memory Techniques:** a particular way of recalling or recognition something. **B.Ed.:** Teacher training Institution, **Trainee-Teacher:** Student in teacher training institution.

INTRODUCTION

Generally we says that power full memory is the god gift . Memory is a powerful mental process that has many implications in life. How we experience things, from remembering meaningful events to enabling our to carry out tasks and achieve goals.

Memory refers to the continued process of information preservation over time. It is an integral part of human cognition, since it allows individuals to recall and draw upon past events to frame their understanding of and behavior within the present.

OBJECTIVES:

The objectives of this paper is as follows

1. To understand points related to memory and its type.
2. To know the various techniques of memory.
3. To know the educational importance of memory.

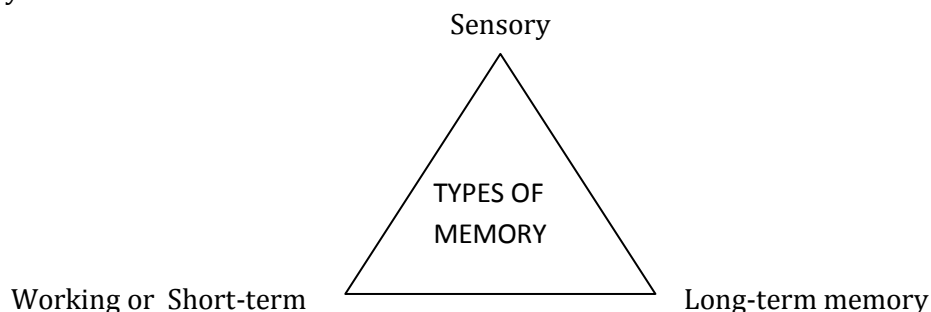
WHAT IS MEAN BY MEMORY?

Memory is nothing but a person's ability to remember things. In our body we see the presence of mind the part of our mind in which we store things that we remember is also known as memory.

Memory is the power to retain and recall information and past experiences.

TYPES OF MEMORY:

Human memory has Three types of Memory Sensory, Working or Short-term and Long-term memory.



1) Sensory Memory: Sensory memory holds sensory information for very brief periods of time. Sensory memories are very short-term, and a person quickly forgets them e.g. a person will not recall all the specific sounds he heard in the last 30 seconds, 30 minutes, or 30 days unless there is some reason to remember them.

2) Working Memory: Working memory is similar to short-term memory. However, unlike the latter, working memory is where a person manipulates information.

Short-term Memory : Short-term memory allows a person to recall a limited string of information for a short period e.g. remembering a string of 5–7 words and repeating it back e.g. participating in a debate, during which a person must remember the main arguments and the evidence each side uses

3) Long-term Memory: Long-term memory stores a wide range of memories and experiences. Most memories that people recall, especially those older than about 30 seconds, are part of long-term memory.

MEMORY AND TEAHING LEARNING PROCESS:

There is positive relation between memory and learning. Mainly three processes involved in human memory while learning. Encoding Storing and Retrieving are the tree processes.

1. Encoding: Transforming information into a form that can be stored in memory.
2. Storing: Maintaining the encoded information in memory.
3. Retrieving: Re-accessing information from the past which has been encoded and stored.

Content factors, Environmental factors and the Subjective factors are the 3 types of factors that can influence encoding efficiency.

HOW TO CONSIDER THE TYPES WHILE TEAHING LEARNING PROCESS?:

Sensory memory is enhanced through physical activity, manipulation, and role playing. It forces all of the senses to focus on the activity your body is partaking in, thus remember it. Repetition and rehearsal is key for this type of memory.

Example of working memory is asking students to repeat what you have said or to paraphrase it in their own words is a simple way to both assess and increase their working memory. The acts of listening and speaking what they have heard focus their attention on the lesson content and activate several components of the working memory model.

Short term memory is also known as working memory and sometimes called immediate memory, allows the temporary maintenance of information, thus allowing the accomplishment of tasks such as reasoning, understanding, and problem-solving

Long-term memory is information related to activities learned through practice and repetition. For e.g. driving a car. Declarative long-term memories are information about facts, rules, events, definitions, and experiences that someone can recall when necessary.

MEMORY TECHNIQUES:

On the website of art of memory there is 36 types of memory techniques are discussed . hear only the list is given for just information

1. Memory Palaces
2. Mnemonic Image Method
3. Names and Faces Techniques
4. Test Yourself
5. The Feynman Technique
6. Sleep on It
7. Alphabet Pegs
8. Number Pegs
9. Other Peg List Systems
10. Chunking
11. Lanier Verbatim Memory System
12. Story Method
13. Memory Boards
14. Acronyms
15. Acrostic Mnemonics
16. Number Rhyme System
17. Number Shape System
18. Shaper System
19. Spaced Repetition
20. 2-Digit Consonant Vowel System
21. Major System
22. Mnemotechnic Words
23. Group Compression
24. Dominic System
25. PAO System
26. Shadow System
27. SMASHIN' SCOPE
28. SEM Cubed
29. Ben System
30. 10,000-Image Number System
31. Association System for Numbers
32. Five Binary Number Systems
33. Memory Town System
34. Repetition with Rhythm
35. Rhyming
36. Singing and Music

EDUCATIONAL IMPORTANCE OF MEMORY RELATED TO B.ED. Trainee-Teacher:

- 1) In teaching –learning process, perception having unique importance. For the perception recall and recognize are the two methods. Spatially taking in to consider when we prepare the question paper for children questions based on recognition. e.g. the questions like Write the number of correct option, Match the pairs, identify from given etc.
- 2) Repetition depends on association therefore; any experience should be given in conjunction with the known experience without giving fragmentarily. While one experience if it is remembered, another is also remembered.
- 3) The act of recall depends on the mood of the subject .If the state of mind is happy, the recall is more likely. Therefore attention should be paid to how the mood of the students remains. Students also forget the answers to other questions in the paper due to the fear of possible failure in the exam therefore the unnecessary fear of the exam should be removed from the minds of the students.
- 4) Student should be asked to try hard to remember a thing if they try repeatedly to remember it.
- 5) In recognition we often experience familiarity that we have not experienced it seems it is because that experience is similar to some old experience.
- 6) Revision and revision also facilitate both recall and recognition. So frequent revision of the taught part by the teacher motivates the students to revise the part.

CONCLUSION:

Memory is an active, subjective, intelligent reflection process of our previous experiences. Memory has a fundamental role in life, reflecting the past as the past, and offering the possibility of reusing all past and present experiences, as well as helping to ensure continuity between what was and what was going to be.

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