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ГИПНОПЕДИЯ КАК СПОСОБ ЗАПОМИНАНИЯ НОВЫХ ИНОСТРАННЫХ СЛОВ
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HYPNOPEDIA AS A WAY TO LEARN NEW FOREIGN WORDS
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Резюме. Данная научная работа посвящена изучению эффективности метода гипнопедии применительно к иностранным языкам и ее дальнейшему сравнению с традиционными методами запоминания. По итогам был сделан вывод о том, что гипнопедия является эффективным методом запоминания и по этой причине заслуживает большего признания и может быть популяризована среди студентов.

Ключевые слова: гипнопедия, эффективность запоминания, лексический минимум, прослушивание аудиозаписей

Resume. This research work is devoted to the issue of the effectiveness of the method of hypnopedia in relation to foreign languages and its further comparison with traditional methods of memorization. Based on the results of the experiment, it was concluded that hypnopedia is an efficient method of memorization and therefore it deserves more recognition and can be popularized among students.

Keywords: hypnopedia, memorization efficacy, lexical minimum, listening to the recordings

Relevance. In the era of globalization, when English language proficiency is a vital skill for a wide range of specialties, people are striving to improve the efficiency of learning new foreign words. Therefore, hypnopedia is an original and useful tool for achieving this goal.

Aim: the main purpose of the research project is to determine the effectiveness of learning new foreign words with the method of hypnopedia in comparison with traditional methods of memorization.

Objectives:

1. To investigate the essence of the method of hypnopedia; to conduct an experiment among 1st-year students of the pharmaceutical faculty in order to study the influence of hypnopedia on the effectiveness of the learning process.
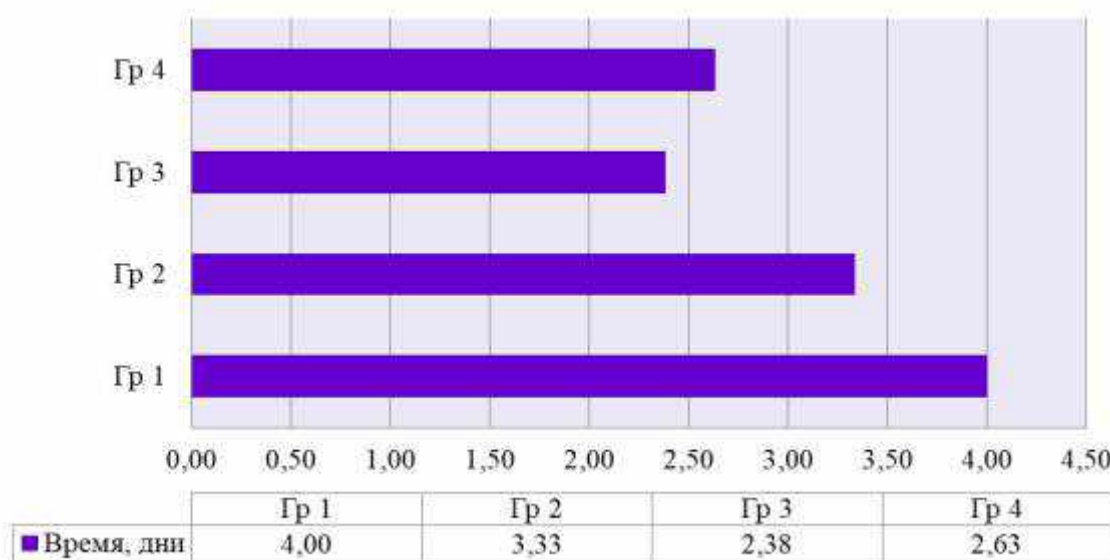
2. To analyze the results and draw appropriate conclusions.

Materials and methods. In the course of the study, I used the method of the deep analysis of web pages, what allowed me to develop the technique of the experiment [1]. It was conducted based on the method of hypnopedia, involving learning while falling asleep [1]. The lexical material of the experiment was represented by the lexical minimum cards developed by the Department of Foreign Languages of BSMU. 22 students took part in the experiment. They were divided into 4 groups, and each using own learning method. The first two modes involved only reading either Russian-English or English-Russian cards of

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the lexical minimum, consisting of 20 short phrases, before going to bed. In addition to reading, the two remaining groups listened to audio recordings of the lexical minimum.
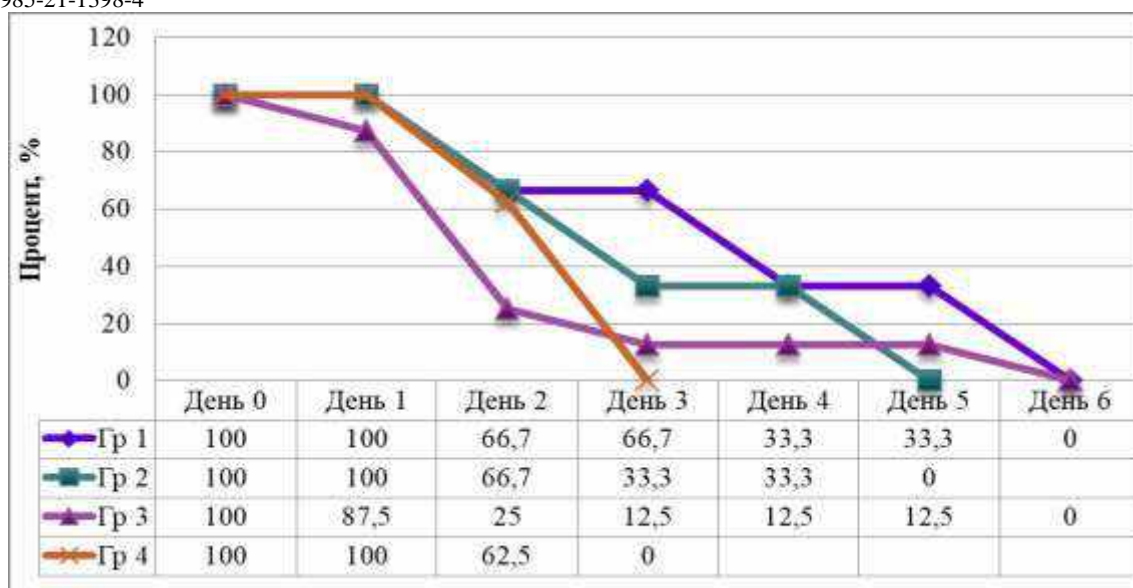
Results and their discussion. The subjects were divided into 4 groups: Group 1 (English-Russian reading), Group 2 (Russian-English reading), Group 3 (English-Russian listening), Group 4 (Russian-English listening). 88% of the participants in G3 and G4 were listening to the recordings of the researcher's voice, while the remaining 12% listened to their own voices. The results were analyzed by following parameters: average time of complete memorization, share of the initial number of the subjects continuing participation on a daily basis, average number of the items learned after 3 nights.

For the first parameter, the following results were obtained (see Diag. 1). Listening groups (Group 3 and Group 4) have higher speed of memorization in comparison with the reading ones, what seems quite strange as visual perception is our main source of infor-mation. In my opinion it can be explained by the fact that audial perception is easier and less challengeable in contrast to visual perception. So in addition to reading it might have resulted in a better retention effect.
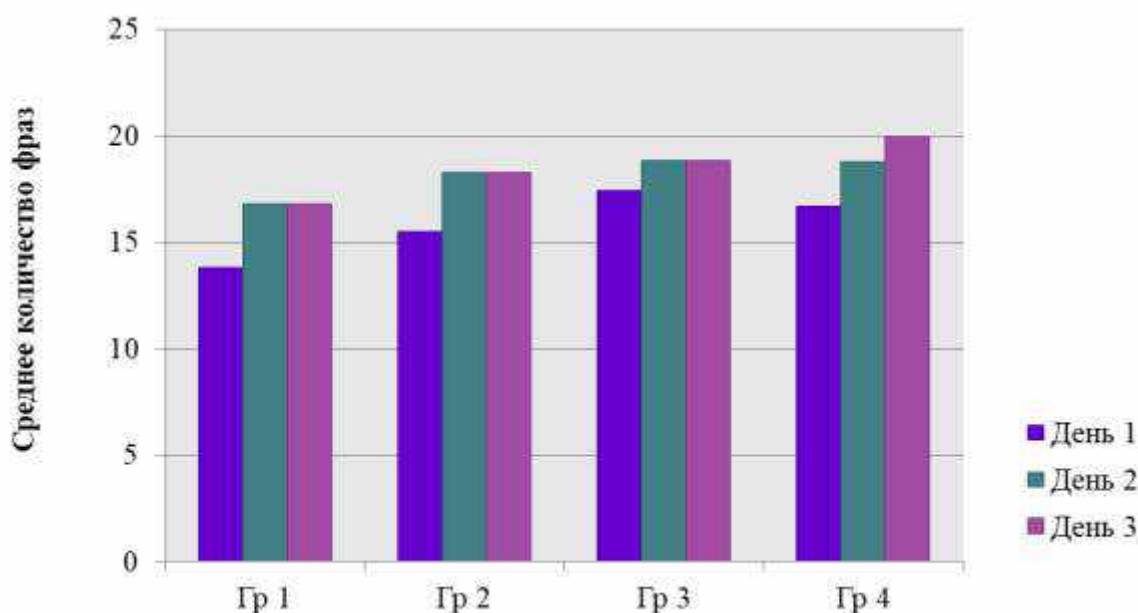
	Гр 1	Гр 2	Гр 3	Гр 4
■ Время, дни	4,00	3,33	2,38	2,63

Diag. 1 – Average time of complete memorization

The second parameter reflects the dynamics of the general memorization in each group (see Graph. 1). Overall, listening groups outperformed the reading ones, nearly all of their participants completing the experimental task on Day 3. The only exception is a subject from Group 3, who spent 6 days to completely memorize the card. Therefore, Group 3 as well as Group 1 and Group 2 could have shown better performance provided the greater number of the participants, since such exceptions significantly affect the results in small samples.

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Graph. 1 – Share of the initial number of the subjects continuing participation on a daily basis

	День 0	День 1	День 2	День 3	День 4	День 5	День 6
Гр 1	100	100	66,7	66,7	33,3	33,3	0
Гр 2	100	100	66,7	33,3	33,3	0	
Гр 3	100	87,5	25	12,5	12,5	12,5	0
Гр 4	100	100	62,5	0			

When it comes to such parameter as the average number of the items learned after 3 nights (see Diag. 2), it can be seen that the number rose steadily in the 4th Group, while as for the other groups these dynamics is missing between Day 2 and Day 3. This is due to the fact that after the 2nd day, by which at least one third of the subjects in Groups 1, 2 and 3 had memorized all 20 items, the parameter started to show the pure performance of individual participants, which declined in contrast with previous days. Therefore, I took this reduction for an absence of dynamics in order to better represent the whole group results.

Diag. 2 – Average number of the items learned after 1st, 2nd and 3rd night

Conclusions: based on the results of the experiment, the following conclusions were drawn:

1. It can be noticed that Group 3 was more productive than Group 4, thus illustrating that it is easier to learn native language equivalents of foreign words than vice versa. The

absence of that correlation in case of Group 1 and Group 2 can be explained by the small amount of participants.

2. It is also worth noting that subjects which were listening to their own voice didn't show better performance, thereby in the process of learning by the method of hypnopedia listening itself as a technique is essential for the effectiveness of memorization rather than the perceived voice.

3. Since listening groups significantly surpassed the reading ones in the majority of parameters, I can conclude that hypnopedia has proved to be substantially beneficial as a method of memorization. Therefore, it deserves more recognition and might be popularized among the students.

Литература

1**.** Hypnopedia: сайт Андрея Сокола [Электронный ресурс]. – Режим доступа: https://hypnopedia.site/ru (дата обращения: 12.04.2023).