

METHODS OF MEMORIZING

The methods of memorizing involve the question of how to study. Correct ways of study always enhance learning. Effective learning promotes good memory of the corresponding material. Some effective methods of memorizing are discussed in the following sub-sections. These methods are being discussed with the view of their impact on the quantity and quality of learning.

I. Whole Vs. Parts Method

Many times we have come across the debate, whether it is better to memorise poem stanza by stanza or as a whole i.e. from the beginning to the end at a time. Actually it depends upon the amount of material, the kind of material, the mental age of student and related factors. There are advantages and disadvantages of both the approaches or methods. Generally the whole method is probably more effective with the brighter and more mature student especially when the material to be

learned is not too long and has a natural unity or logical sequence. Younger, slow and average students who learn the material which is not well organised will probably find the part method more advantageous. It has the advantage of keeping the student motivated. When the part method is used, the feeling that the student is progressing comes after small interval and he can experience success as he gets mastery over the subject.

II. Mediating Method

The whole method, strictly interpreted proves cumbersome and even wasteful when the learning material is lengthy and difficult. If some parts of the material, such as involving obscure meanings or unusual phrases are difficult, there will be repetitions of the whole poem in order to register difficult parts in the memory. To overcome this difficulty, a modification in the whole method has been incorporated. According to this modification, the difficult words or phrases are required to be mastered to begin with and then the whole method is employed. This method is applicable to long vocabulary materials as well as to more logical whole. It proceeds from whole to parts as before but allows the marking off more difficult or unfamiliar parts for more intensive study. It is still the whole method and the students neither lose sight of the relation of the parts to the whole nor concentrate on the parts to the exclusion of the whole.

III. Spaced Vs. Unspaced Method

Spaced learning is also known as distributed learning. In spaced learning a long assignment is completed with an interval or rest. This is based upon try rest try. For example, if we want to work on a learning task for eight hours in one day, it is distributed over four days for two hours on every day. Similarly, in unspaced or massed learning, a lesson is learnt without any interval or rest. Thus in this method the student works on a learning task or lesson continuously.

The length and spacing of study sessions depends on the nature of the material (content) and the maturity of the student. Shorter study periods are more effective for younger children. It has been observed that when the interest and motivation levels are high and the material is easy, massed learning is more effective. Contrary to this, when there is lack of interest or motivation on the part of the students and the material is difficult, spaced learning is more suited. If however, students are relatively bright and depth of concentration is high, longer periods are recommended.

IV. Recitation Method

Recitation means reciting to oneself. In other words, it simply means checking up one's own self by being one's own inquisitor from time to time. It consists in reading the material once or twice and then try to recall that without looking at the material. The student can however, look promptly at the points which could not be recalled.

Several studies have shown that self-recitation is a more economical use of one's study time than mere re-reading. This method not only economises the energy to be applied but also helps towards permanent retention. This method helps the student identify and correct his errors, decide his immediate goals to work for and keep him informed of his progress.

The method of recitation helps a student focus his attention on portions that require special effort.