



Memory Model of Learning: An Effective Solution for Stable Memory

KEYWORDS

Memory Model Teaching Learning Syntax

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ABSTRACT *The memory model of teaching a learning process has been developed by Marry Lorayne and Jerry Lucas. They wrote one book on this aspect which is "The Memory Book." The objectives of the memory model are: to enhancing attention to what is to be learned to develop senses involved in attending to strengthen the associations we make between the new material and things that have previously been learned. the stages of the model are Syntax Social System Principles of Reaction Support system Application Outcomes or Instructional and Nurturant Effect. The syntax of memory model of teaching has the phases: phase I: Attending to the Material Phase-II: Developing Connections Phase-III: Expanding Sensory Images Phase-IV: Practicing Recall The most important outcome of the model is to make the memory permanent in the mind of the learners.*

The memory model of teaching a learning process has been developed by Marry Lorayne and Jerry Lucas. They wrote one book on this aspect which is "The Memory Book."

MEANING OF MEMORY:

The following make the clear meaning of memory:

1. The mental faculty of retaining and recalling past experience.
2. The act or an instance of remembering; recollection: spent the afternoon lost in memory.
3. All that a person can remember: It hasn't happened in my memory.
4. Something remembered: pleasant childhood memories.
5. The fact of being remembered; remembrance: dedicated to their parents' memory.
6. The period of time covered by the remembrance or recollection of a person or group of persons: within the memory of humankind.
7. Biology Persistent modification of behavior resulting from an animal's experience.
8. Computer Science
 - a. A unit of a computer that preserves data for retrieval.
 - b. Capacity for storing information: two gigabytes of memory.
9. Statistics The set of past events affecting a given event in a stochastic process.
10. The capacity of a material, such as plastic or metal, to return to a previous shape after deformation.
11. Immunology The ability of the immune system to respond faster and more powerfully to subsequent exposure to an antigen.
 - a. the ability of the mind to store and recall past sensations, thoughts, knowledge, etc. he can do it from memory
 - b. the part of the brain that appears to have this function

(Electronics & Computer Science / Computer Science) Also called RAM main store store a part of a computer in which information is stored for immediate use by the central processing unit See also backing store, virtual storage

The tendency for a material, system, etc., to show effects that depend on its past treatment or history

The ability of a material, etc., to return to a former state after a constraint has been removed

[from Old French *memorie*, from Latin *memoria*, from *memor* mindful]

[countable] something that you remember

The memory of that night is still clear in his mind.

I don't have very fond memories of my school days.

What are your most vivid memories of that period?

Her memory will live on for ever (=people will always remember her).

A small monument was erected to the memory of those who died.

The term memory identifies data storage that comes in the form of chips, and the word storage is used for memory that exists on tapes or disks. Moreover, the term memory is usually used as a shorthand for physical memory, which refers to the actual chips capable of holding data. Some computers also use virtual memory, which expands physical memory onto a hard disk.

Every computer comes with a certain amount of physical memory, usually referred to as main memory or RAM. You can think of main memory as an array of boxes, each of which can hold a single byte of information. A computer that has 1 megabyte of memory, therefore, can hold about 1 million bytes (or characters) of information.

There are several different types of memory:

- RAM (random-access memory): This is the same as main memory. When used by itself, the term RAM refers to read and write memory; that is, you can both write data into RAM and read data from RAM. This is in contrast to ROM, which permits you only to read data.

Objectives of the Model:

The objectives of the memory model are:

1. Enhancing attention to what is to be learned.
2. To develop senses involved in attending.
3. To strengthen the associations we make between the new material and things that have previously been learned.

Essential of Memory:

There are six concepts which are essential principles and techniques for increasing our memory of learning materials as under:

1. Awareness
2. Association

3. Link System
4. Ridiculous Association
5. Substitute Word System
6. Key Word

Awareness:

Awareness plays significant role in the life of human beings in the world. We have to pay more attention and concentration on particular thing or idea which we want to remember. For this purpose effective observation is required to original awareness. Observation with visual perception helps the learners to remember many things, objects, ideas, facts etc.

Association:

One of the most important primary memory principle is, "you can remember any new piece of information if it is associated to something you already know or remember." The learner must maintain best association of things, learning material which have already been learned.

Link System:

The central part of the memory procedure is the concentration between the two ideas with the other idea, concept, fact triggering yet another one and so on. For instance, if the learner remember those words house, glove, chair, stove, tree, he must keep the imagination of unusual picture, first with a house and a glove, then with a glove and a tree. The learner must take time to concentrate on these images and visualize them then these help to maintain original awareness.

Ridiculous Association:

It is undeniable fact that association is the foundation of memory. The power of the association is increased if the visual perception of thing and object is clear, vivid, and ridiculous. A tree laden with gloves and a family of gloves are examples of ridiculous association. The followings are the ways for ridiculous association:

1. To apply the rule of substitution.
2. To apply the out of proportion rule.
3. To apply the rule of exaggeration especially by the number.
4. To apply basic memory rule.

Substitute Word System:

The substitute word system is an important system of making "an intangible, tangible and meaningful." It is very simple to substitute the difficult word with simple word or phrase that feels abstract and "think of something that sound like or reminds the learners. The abstract learning material could be pictured in the mind of the learner with the power of visual perception. The word Darwin could be visualized a dark wind. The force could be represented by a fork. The pictures made by the learners must represent words, thought or phrases.

Key Words:

The word of key word system is to choose one word to represent a big thoughts or ideas. The key word is very helpful for remembering lengthy phrases or speeches or text and learning material.

Stages of the Model:

This model of teaching has some stages as under:

2. Syntax
3. Social System
4. Principles of Reaction
5. Support System
6. Application
7. Outcomes or Instructional and Nurturant Effect.

Syntax of Memory Model of Teaching:

The syntax of memory model of teaching has the following phases:

Phase-I: Attending to the Material

Phase-II: Developing Connections

Phase-III: Expanding Sensory Images**Phase-IV: Practicing Recall****Phase-I: Attending to the Material**

At this phase of the memory model of teaching, the teachers and learners use techniques of underlining, listing, and reflecting.

Phase-II: Developing Connections

At this phase of the memory model of teaching the teacher and the learners make learning material familiar. The teacher and the learners to develop connections using keen word, substitute word and link system techniques

Phase-III: Expanding Sensory Images

At this phase of the memory model of teaching, the teacher and the learners must use techniques of ridiculous associations and exaggeration. The learners must make the revision of images.

Phase-IV: Practicing Recall

At this phase of the memory model of teaching the teacher encourages the learners to make the practices of recalling the learning material under various lesson of a unit which is already completely learned by them.

Support System:

The social system must be cooperative, conducive, congenial at the platform of learning. A feeling of team-working of the learner and the teacher must be maintained. The learning material must be put in such a way so that permanent memory can take place in the mind of the learners.

Principle of Reaction:

The most important role of the teacher are:

1. To assist the learners work the learning material.
2. To provide a frame of reference.
3. To help the learners for identifying key words, pairs, and images.
4. To make the learners able to substitute the difficult words with the simple and understandable words.
5. To make the awareness of words or learning material which the learners want to remember.
6. To the learners to maintain association of the present learning material with the other one which have already been learned.
7. To assist the learners to maintain integrated sequence of learning material.
8. To help the learners for maintaining ridiculous association.
9. To help the learners to keep. Key words of the whole learning material.
10. To motivate the learners to make the revision of learned learning material.

Support System:

The following are the very helpful for support system:

1. To draw pictures
2. To provide concrete teaching aids.
3. To show films related to the lesson.
4. To use audio-visual teaching aid which are very helpful to develop sensory richness of the associations.

Application:

The memory model of teaching is useful for all subjects for the effective and permanent memorization of learning materials among in the mind of the learners.

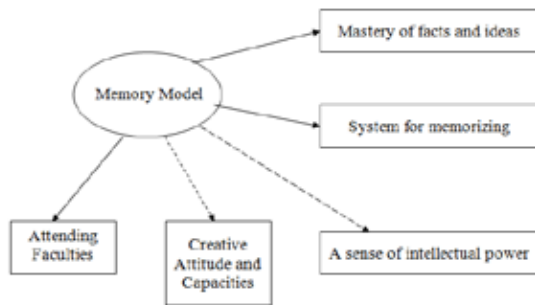
Outcome:

The outcomes of the model are:

1. To enhance the capacity to store
2. To retrieve information
3. To develop a sense of intellectual power
4. To master over the learning
5. To enhance imaginary skills
6. To develop consciousness
7. To increase the attention about the environment

8. To develop the ability of self critical experimentation with their own learning and remembering.
9. To increase the level of observation.

----- **Instructional**
 ----- **Nurturant**



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