

Abstract

The aim of this thesis is to analyse a foreign language teaching regarding the use of mnemonics as special procedures which lead to memorize the curriculum. The thesis deals with types and phases of the memory and with the process of forgetting. It defines the term *learning*, describes learning styles and characterizes aspects of effective learning. Subsequently the thesis is concerned with the procedures for consolidation of information in the memory, the attributes of effective revision and above all the mnemonic procedures. The attention is paid to principles, types and effectiveness of mnemonics and their implementation into the foreign language teaching. The next part deals with the aspects of andragogical didactics, their specific application and with androdidactic principles. Afterwards the thesis pursues the qualitative research whose aim was to analyse the use of mnemonics within the foreign language teaching. It is based on observation method in courses for adults at two language schools.