

## METHODS AND PRINCIPLES OF MEMORY DEVELOPMENT OF STUDENTS OF JUNIOR SCHOOL AGE

Khushbok Jumayev

Teacher of the Department of Primary Education Methodology,  
Termiz State Pedagogical Institute

### Annotation

Junior school age (from 6-7 to 9-10 years old) is determined by an important external situation in a child's life - entering school. Educational activity requires the development of higher mental functions - attention, memory, imagination. The attention, memory and imagination of a young school student are already gaining independence - the child learns to master special actions that allow him to concentrate on learning activities, remember what he sees or hear, and imagine something beyond what was before. learns previously accepted.

**Keywords:** memory, speech, mnemonic ability, brain, talent, academic performance, development, skills and competence.

### Introduction

In general, preschool age is a period of rapid memory development. During this period, memory is the leading cognitive process and mental function. Memory stores and stores events and information that are important to the child. Preschool childhood leaves many memories for the rest of a person's life. When memorization becomes a condition for a successful game or is important for the realization of the child's aspirations, he easily remembers words, poems, sequences of actions, etc. in the given order. A child can consciously use memorization methods. He repeats what needs to be remembered, tries to understand, implements what is remembered in a certain sequence. However, rote memorization remains more effective. Here, everything is determined by the child's interest in the work he is engaged in at school, the child is faced with the need to memorize on his own.

### Analysis and Results

Educational activities strictly require the child to memorize. The teacher gives instructions to the child to remember and repeat what he needs to learn. Together with children, he discusses the content and size of the material, divides it into parts (meaning, difficulty of memorization, etc.) and teaches them to control the process of memorization. Understanding is a prerequisite for memorization - the teacher draws the child's attention to the need for understanding, teaches the child to understand what needs to be remembered, determines the motivation for the memorization strategy: knowledge and skills not only for solving school tasks, but also for storage. until the end of his life.

Voluntary memory becomes the function on which educational activities are based, and the child understands that he must work his memory for himself. It is memorization and reproduction that allows the child to think about his personal mental changes as a result of immersion in educational activities and to see with his own eyes "teaching himself" refers to the acquisition of the ability to change oneself in knowledge and perform voluntary actions.

Thus, among the mnemonic processes (remembering, storing, forgetting and reproduction), memorization undergoes the greatest changes at the primary school age under the influence of basic mental formations. In the process of forming an analysis, children have the ability to meaningfully remember the proposed material, highlight meaningful relations and semantic elements in it. Under the influence of holistic planning, young students begin to use various diagrammatic drawings as a memory tool. The formation of meaningful reflection helps children acquire methods of independent control of their actions both in memorizing and repeating the material. Thus, the theoretical thinking formed in the course of large-scale educational activities in junior schoolchildren helps them to develop mnemonic actions at a sufficiently high level.

New mental formations formed in the educational activities of young schoolchildren are the basis of the development of cognitive processes, the basis of qualitative changes in their content and form.

Primary school age is sensitive to the development of higher forms of voluntary memorization, therefore, targeted development work on mastering mnemonic activity is the most effective during this period.

Memorization and repetition is necessary in order to master the educational material . In contrast to non-compulsory memorization, such memorization is purposeful, subject to the task of recall or repetition.

The productivity of voluntary memorization depends on the level of intellectual activity of schoolchildren in this activity. A condition that develops intellectual activity is the acquisition of memorization tools. These tools include, first of all, the differentiation of mnemonic tasks by schoolchildren, i.e. the goals set for memorization in each specific case, the use of rational methods in the process of memorization are also related to the general organization of the student's educational work. Voluntary memorization is always subject to a specific task. In one case, the student should remember more clearly or even clearly, as in the textbook, in the other case, he should remember it in his own words. In other cases, it is necessary to remember the sequence of the material and so on.

Observations and special studies show that elementary school students are not yet able to differentiate mnemonic tasks. If you can get them to do it, that is. By assigning a specific task to recall (verbatim recall or recall for later retelling in your own words, long-term recall, etc.), they can memorize according to these tasks. Memorization organized in this way will be more effective for younger schoolchildren.

It is not important for schoolchildren to clearly understand the tasks of memorizing content or memorizing verbatim so that they can later narrate in their own words.

Verbatim memorization is sometimes thought to be an age-related feature of elementary school-aged children's memory.

Verbal memorization, which is often observed in elementary school students, according to AASmirnov, is explained not by age characteristics, but by a number of facts from the life experience of students of this age. A junior high school student, who has not yet been able to distinguish between the tasks of memorization and the teacher's requirements for correct and complete repetition, involuntarily develops an attitude to literal memorization and a habit of literal memorization.

The literal nature of memorization in junior high school students is sometimes explained by the fact that students in the lower grades often deal with very concise and rich material. When memorizing

such material, the student's ability to communicate in his own words is limited. Because of this, the student unknowingly moves to the path of word-for-word memorization.

Verbal increase in junior schoolchildren is also explained by the fact that children of this age do not yet have sufficient speech skills to freely convey the content of the remembered material in their own words. Fearing distortion during reproduction, junior high school students tend to memorize everything verbatim.

unless this verbatim is determined by the nature of the learning task, the student cannot memorize verbatim.

Directing students to perform specific tasks in memorizing or learning material is one of the important ways to develop targeted voluntary memorization and reproduction in elementary school students. The expediency of memorization and reproduction is mainly manifested in the selection and use of methods for achieving the mnemonic task. By the time a child enters school, he knows how to use the simplest memorization technique - repetition. While studying, the younger student learns more complex techniques, the use of which ensures meaningful memorization. Such methods are grouping the material according to its meaning or creating a plan that serves as a semantic aid for memorization, as well as connecting (comparing, connecting) the memorized material according to its meaning with something that helps to remember it. However, in independent work, younger students often use repetition.

A special type of voluntary memorization is memorization.

When learning by heart, junior high school students do not use smart memorization methods. When it is necessary to repeat the material in addition - in whole and in parts - they memorize only as a whole, they do not divide it into parts according to meaning, and therefore they understand it worse.

As shown, in the process of memorization, elementary school students use multiplication. Often they resort to this method when learning by heart. Some schoolchildren read the text several times and repeat it once out loud or silently. Others, when memorizing, repeat the text more often and resort to re-reading the text less often. Some students reproduce based on the text, others try to remember on their own. Some schoolchildren complete memorization by repetition, while others, on the contrary, read the text in its entirety.

KDUshinsky called repetition in the process of memorization as active repetition of material that contributes to the development and consolidation of the student's memory.

The most active form of voluntary reproduction is recall. In the process of remembering, temporary connections become more active. Memorization is associated with tension for a school student. According to the correct observation of KDUshinsky, junior schoolchildren do not like to remember what they have forgotten, they do not want to transfer "things that are new in their memory." KDUshinsky emphasized this characteristic of young students and wrote: "Constant memorization is labor, and it is always a difficult task, to which the child must be gradually accustomed."

According to the general development of the student's personality, the self-control in memorization of the students of the I and II grades is qualitatively different from the self-control of the students of the III and IV grades.

When memorizing, junior high school students test themselves mainly externally, qualitatively.

They focus on whether everything is repeated or not, whether the material is repeated as many times as the teacher says. As a result, a junior high school student often does not understand whether he has learned what was assigned and how well he can convey it in class.

the student examines himself in terms of the correctness of reproduction, we have another quality of self-control: whether he reproduces the material correctly. Self-control in this form is often observed in III and IV graders.

According to AASmirnov characteristics, the most common type of self-control among elementary school students is recognition-based self-control, i.e. an easier process compared to reproduction. After reading the assignment several times, the student will be oriented to the material. What he reads becomes familiar to him, which causes him to stop working and review the prepared lesson. By self-monitoring in this way, students are confident that they are already familiar with the given task.

They are sure of the real result of such memorization only when they have to repeat the material for the first time when they are questioned by the teacher in class.

As elementary school students move to active reproduction in memorization, self-control acquires the character of a meaningful and purposeful action subordinated to the mnemonic task.

Summarizing the material on the development of voluntary memory in children during the lower grades of school, it can be noted that children acquire the ability to organize memorization according to a specific mnemonic task and can use a number of reasonable memorization methods. One of the important conditions for the development of the student's voluntary memory is that the teacher encourages him to use rational methods of memorization and reproduction, as well as encourages him to use rational forms of self-control during memorization.

Students with dominant inhibition processes remember less material, but the number of additions they make is not as great. Students with mental retardation usually use rote memorization. They remember things that catch their attention and look interesting. In texts, children highlight emotionally rich passages. Perceiving them, they do not remain indifferent: they are happy, sad, express their reaction to what is happening with all their appearance, gestures and shouts. It is these parts of the text that the students remember best, even if they are not significant and do not determine the main content of what they have heard. The demand to remember the material slightly changes the mnemonic activity of schoolchildren. They do not have the skills to organize this activity not only in the lower grades, but also in the following school years. Some elementary school students feel anxious and confused when they learn that they have to remember what they have taken. They want to fulfill the request of adults, but they do not know how and what to do for this. This condition quickly passes, the task is actually lost, and the results achieved are lower than in the conditions of involuntary memorization.

Even middle and high school students cannot fully use mnemonic methods independently when memorizing oral material - they divide the text into paragraphs, emphasize the main idea, identify key words and phrases, parts of the material establish semantic relations between them, etc. At best, individual students try to whisper the text after the teacher. Accordingly, the memorization results obtained when there is a task to remember the material and when it is not are slightly different from each other. This gives reason to say that it is an urgent task to get acquainted with different memorization methods and to form the skills of using them in educational work with mentally retarded children.

Memorization of educational material largely depends on its structure and nature, how it is perceived, as well as the age of students. It was found that students memorize poetry texts more successfully than prose texts. The presence of rhythm and rhyme facilitates the mnemonic process. The most convenient way to memorize for elementary school students is to listen to the text in the teacher's voice. This is due to difficulties in the process of reading, which students have not yet fully mastered at this stage of learning, as well as the habit of focusing on the perception of oral speech.

Middle school students remember material more easily when they read aloud to themselves. Perhaps, simultaneous visual and auditory perception creates favorable conditions for consolidating the material in memory. The student sees the arrangement of the text on the pages of the book, separated paragraphs, and in some cases, words and semantic units printed in a special font, which makes it easier to find reference words. Reading can be considered as one of the first steps of students' independent work on the text, its understanding and memorization. Please note that most of the students in high school years have already mastered the reading technique and reading a short text does not cause them serious difficulties.

### **Conclusion**

Full education at school is not possible without sufficient formation of voluntary memory, because the learning process primarily relies on this form of memory. Nemov RS considers a decrease in voluntary memory in children with mental disabilities as one of the main reasons for their difficulties in studying at school. shows. They are characterized by fluctuations in memory performance and rapid forgetting of what they have learned.

### **REFERENCES:**

1. Smirnov A.A. Xotirani rivojlantirish. - M.: Pedagogika.
2. Smirnov A.A., Istomina Z.M. Maktabgacha yoshdagi va kichik maktab o'quvchilarida mantiqiy yodlash usullarini shakllantirish / Psixologiya savollari.
3. Smirnov A.A. Xotira psixologiyasi muammolari: Tanlangan psixologik asarlar. 2 jildda. - M.: Pedagogika,
4. Styuxina G.A. Mnemonik qobiliyatlarning rivojlanishi (20-yillarning oxiri va 90-yillarning boshlarida bolalar va o'smirlarning qiyosiy tadqiqoti): Dissertatsiyaning referati. dissertatsiya .. qand.psixon.sci. - M.
5. SHABBAZOVA, D. (2023). A PERSONAL VALUE APPROACH MODEL FOR ELEMENTARY LITERACY INSTRUCTION. World Bulletin of Social Sciences, 22, 1-4.
6. Ruzikulovna, S. D. (2021). The Importance of Personal Value Approach Methodology in Primary School Literacy Classes. JournalNX, 7(11), 78-82.
7. Ruzikulovna, S. D. (2023). Analysis of the Level of Valuable Approach to Primary Class Students. Web of Semantic: Universal Journal on Innovative Education, 2(4), 227-230.
8. Dilfuza Shabbazova. (2023). PSYCHOLOGICAL-PEDAGOGICAL FACTORS OF IMPROVING THE LITERACY OF ELEMENTARY SCHOOL STUDENTS BASED ON A PERSONAL VALUE APPROACH. Academia Science Repository, 4(05), 12-19.