

THEORETICAL FOUNDATIONS OF MEMORY PROCESSES AND THEIR SPECIFICITY IN PRESCHOOL AGE

Mamajonova Shohista Kamolovna

Lecturer at the Department of Psychology, FarSU

ANNOTATION

The article discusses the role of memory processes, one of the mental processes, in the study of preschool age.

Keywords: memory, process, cognition, psychology, information, consciousness, research, research, cognition, mnemonics.

INTRODUCTION

There have been a number of studies in the field of psychology that study memory processes. Memory and its processes are important in knowing the world, and the information a child learns about the world is a new discovery for them. Perceived information is stored in his brain, and in the subsequent perception of information, he relies on previously acquired and selected information in his mind. Since memory is important for human cognition, there is a need for scientific research. As we study a child's memory processes in preschool, we set ourselves the task of analyzing research done in this regard. Studies show that memory can be improved. Initially, scientists tried to study the mnemonic form of memory. This is a collection of techniques that are used as artificial symbols, symbols, to make it easier to remember. Mnemonics is based on more associative (similarity, similarity, and contradiction) laws, and is a set of auxiliary methods used only to memorize interconnected information and materials. In 1837, the famous mnemonist R.Yu. Yavinsky used this method in teaching history. He proved that any fact, the content of history, can be simply stored in memory. At the same time, if in a given year some familiar combinations are combined from the point of view of imagination and placed in the cells of mnemonic tables, the content of fact and history will remain in the memory. Using mnemonics scientist Simond, he concludes as follows.

1. Imaginations occur on the basis of certain impulses through the sensory organs, based on external influences.
2. There are four laws in the association of ideas: the law of similarity, the law of contradiction, and the law of succession. The basis of these laws is the principle of comparison. It's all interconnected.
3. In finding these connections, mnemonics breaks down all the memorized information into words. They can be divided into three groups:
 - a) separate names, phrases.
 - b) text keywords
 - c) date

In the twentieth century, a number of studies were conducted in Russia to strengthen memory. A group of scientists has focused on enhancing memory performance by creating artificial associations to remember big data.

Other scientists have studied and created conditions to improve memory. These scientists included the following:

1. Methods of processing the studied data.
2. Taking into account age and individual characteristics.
3. Study the subject of the activity
4. The meaning and expression of the task to be remembered
5. Formation of positive emotions
6. Organize the duplication of data in a particular system

Associations enhance recovery activities. Russian psychologist RS Nemov expresses his views on memorization by associating an idea with an easy-to-remember, familiar object (17.352). He suggests that in order to remember what needs to be done, you need to do the following.

1. Select an item related to each activity.
2. Connecting objects in any way, even miraculously
3. Visualize the resulting ordinary object.

According to him, in order to remember in the form of associations, you need:

1. Exaggerate associations because it is easier to remember large objects.
2. It is necessary to move the associations, because the action animates the images and creates a fun way to remember.
3. Switching associations from one to another facilitates the process of remembering connections with each other.
4. Relationships and associations don't have to be boring and boring.

In his experiments, American psychologist M. Jones examined the content of lectures at different intervals to test students' knowledge. The results showed that 65% remembered the main meaning after the lecture, 45.3% after 3-4 days after the lecture, 34.6% after one week, 30.6% after two weeks, and 24.1% after eight weeks. In order to slow down the process of forgetting, it is important to organize the repetition of perceived material, and the researcher based on the experiments of MN Shardakov obtained the following results. If the perceived material is not repeated that day, 74% will remember the material in one day and 88% when repeated.

The process of analysis influences the formation of a number of patterns in memory. Russian scientist T. Ribo points out the following laws in this regard.

1. Memory abnormalities of the psyche associated with individual characteristics of a person lead to pathology of memory.
2. A person's memory is lost and born according to the same rules. Memory loss is caused by complex and recently acquired images. When memory is restored, on the contrary, normal and old memories are restored first.

Psychologists M.N. Yang and U.B. Gibson argue that the subjective creation of associations is an effective way to support memory. It is based on mnemonic methods, allowing quick access to data in memory. According to them, the formation of associations is subject to the following rules.

1. Imaginary visual images should be clear and simple.
2. Images should be large and enlarged.

3. If another image is placed associatively in front of the image, the image will be erased from memory.

4. In associations, images must belong to each other.

5. Imagination allows you to combine different images.

6. To create associations, you need to close one image and move on to another image.

7. Associations should be able to move when they are being formed. It is necessary to remember the image created at the end of the work.

In 1986, Professor A. Luazet proposed linking related events to remember information. For example, the Amazon -6437 km is a large river with strong noise. Scientists MA Ziganov and VA Kozarenko are conducting research on the problem of coding in memory. According to them, "Image code is a visual image that is strongly reinforced with certain information." According to them, image codes perform the following functions.

-Speeding up memory. The day or date of a particular week is associated with specific visual images in memory.

-Reliability of memories.

-Image codes create different images of associations, which reduces the need for repetition, thus protecting associations from loss.

-Reliability of recall.

-A person who works on his memory knows that it is expressed in a clear image.

Russian scientist I. Matyugin conducts research on memory processes and develops methods for memorizing foreign words. He points out the association of a foreign language's words with their phonetic structure. For example, the Latin word MUSKULUS (muskulyus) is associated with the word "muskuly" in Ru.

Aiming to remember is the key to remembering. Serbian psychologist Radoslavevic describes the following phenomenon in his research. In the experiment, one of the subjects did not notice the tasks set to him because he did not understand the language used by the test. As a result, despite the fact that the small research material was read 46 times and explained to the examinee, he was able to read the material six times, repeat it, and recite it in parts. Remembering is directly related to the nature of human activity. The experiments of A. Smirnov and P. I. Zinchenko show that memorization can be effective only in one or another activity. According to A. A. Smirnov's experiments, when two types of activities are proposed, they are primarily intended to memorize a meaningful text. While the subjects memorized the text, they did not do any active work on the materials. In the second case, the task is not to memorize, but to work on the text, to identify the spiritual errors that occur in it. In the second case, memorization was found to be more effective. This effectiveness depends in many ways on the instructions. In general, memorization instruction can be based on long-term or short-term memorization, clear recall, or verbal recall. The facilitator's job is to a) develop or create guidelines for the subjects, b) which message, information, information, impression is temporary, c) what needs to be remembered, d) how to understand suffice it to say, d) what should be memorized verbatim. Observations show that such instructions (in the absence of installations); participants in the experiment often have incorrect and contradictory judgments. Remember using special tools and clever methods. Of particular importance is the organizational activity of memorization in the field of memorization using special tools and

clever methods. The results of A.A. Smirnov's experiment show that the plan of memorizing the text based on a specially designed plan is twice as effective as memorizing a waterfall. According to the recommendations of psychologists, the process of memorizing the material and actively replacing it with active recollection gives high results. According to the data collected by the world science of psychology, the understanding of the meaning of the material is several times more productive than the mechanical acquisition of the material being studied. In the process of memorization, it is important whether the material being studied is meaningful or not. G. Ebbinghaus, a well-known psychologist from the School of Associative Psychology, was the first in world psychology to study memory (intellect in 1888), a higher mental process, on the basis of scientific experiments and to apply it extensively. He developed a basic approach to testing the memory process in practice. He uses meaningless syllables to try to study memory in a "pure" way. His research focuses on the application of mechanical memory to human memory, not logical memory.

LITERATURE

1. Atkinson R. Chelovecheskaya memory in the process of training. .-Moscow.1980.132s
2. L.Jitnikova. Learn these things to remember. Moscow Prosveshchenie 1988.110 p
3. Uruktaeva T.A., Afonkina Yu.A., Practicum podetekoy psichologii, M, 1995, 165 p.
4. Ovcharova R.V. Prakticheskaya psichologiya v nachalnoe shkole - M, 1999, 190 str
5. Galperin P.Ya. K voprosu ob instinktakh u cheloveka // Xrestomatiya po detskoy psichologii / Pod red. G.V. Burmenskoy. M., 1996.