

SCIENTIFIC ACTIVITIES OF SCIENTISTS WORKING ON PSYCHOLOGICAL THEORIES OF MEMORY

Makhkamova Mastura Bakhromjon qizi
Teacher of Kokon State Pedagogical Institute

ABSTRACT

The article provides information about the opinions of scientists and the theories they gave about the first psychological theories of memory.

Based on this theory, the association -G. Concepts of connection between certain unique phenomena of the psyche developed by Ebbinghaus, G. Müller, A. Pilscher and others are highlighted.

Keywords: personality activity, theory, associative theory, Gestalt theory, Memory.

In modern psychology, a theory that studies the activity of a person as a connecting factor of all his mental processes, as well as the formation of memory processes, is recognized as the main concept. Based on this concept, the process of memorization, storage and recall is determined by the place of information in the activity of the object. One of the first psychological theories of memory is the associative theory, which arose in the 17th century and was first developed in England and Germany in the 18th and 19th centuries. Based on this theory, the association - G. Ebbinghaus, G. Müller, A. Pilscher, and others developed the concept of communication between separate unique phenomena of the psyche. According to this theory, memory is understood as a complex system of short-term and long-term associations that are stable in terms of similarity, temporal and spatial proximity. According to this theory, many laws, in particular.

The first group of theories is the so-called associative approach. Its central concept - the concept of association - means communication, connection and serves as the inevitable principle of all psychic changes. This principle consists of the following: if certain mental formations appear in the mind at the same time or immediately one after the other, then an associative connection is formed between these formations, and the repeated appearance of any part of this connection leads to the inevitable embodiment of all its elements in the consciousness.

Thus, associationism considers it necessary and sufficient basis for the connection between both ideas that they appear in the mind at the same time. For this reason, associationists were not given the task of studying the mechanisms of memorization more and more deeply, and they limited themselves to "describing the external conditions necessary for the emergence of simultaneous impressions. The whole diversity of such conditions can be divided into the following three categories: a) similarity of related objects in space and time; b) their similarity; c) their differentiation or opposition. The psychological level of the study of memory mechanisms is chronologically superior to others, and it is known that many different directions and theories have been put forward in science. These theories can be classified and evaluated depending on what role the subject's activity plays in the formation of memory processes and how they approach the nature of such activity. Either the object as such ("material"), or the "pure" activity of the mind (the subject) regardless of the content of the mutual action of the subject and the object, that is, without comparison to the activity of the individual, is the focus

of many psychological theories about memory. This is the inevitable bias of the considered concepts.

At the end of the XIXth century, associative theory was replaced by Gestalt theory. As the initial concept for this theory and at the same time as the main principle on the basis of which it is possible to explain the unique phenomena of memory, not the association of primary elements, but their initial, integrated organization-gestalt was revealed. Exactly, according to the representatives of this theory (V. Wundt, E.B. Titchener, etc.), the laws of Gestalt formation determine memory. The main idea of the supporters of this theory is that in remembering and remembering, information is usually not a random collection of elements composed on an associative basis, but a whole structure. Later, the Gestalt theory faced a number of difficulties, in particular, the complex problem of the formation and development of human memory in phylo- and ontogenesis. The fact is that motivational states and gestalts, which separate memory processes in humans, were perceived by supporters as predetermined and non-developing derivatives. This ended the debate on the genesis of memory. Representatives of behaviorism and psychoanalysis also could not find a satisfactory answer about the genesis of memory. The behaviorists' views on memory were in line with the associationists' views. The only difference between them was that behaviorists emphasized the role of support in remembering the material and paid much attention to the study of memory activity in learning processes (D. Watson, E. Thorndike). But the behaviorists ignored the dependence of conscious activity and personality traits on the human being.

The dependence of memory events on the individual was shown by Z. Freud. According to him, all the things that do not allow the subconscious inclinations of a person are squeezed out of memory, and, on the contrary, those that are pleasant for him are preserved. Using psychoanalysis, the psychological mechanisms of subconscious forgetting related to the motivational sphere of a person were identified and described. At the beginning of the XX th century, a logical theory of memory appeared, according to which the activity of compatible processes directly depends on the presence or absence of content connectors that combine the material to be remembered into larger meaningful structures. (A. Bine, K. Buhler).

The meaningful content of the text is expressed in memorization and recall.

It has been proven and confirmed by experience that in situations where information is the goal of activity, relationships are created and actualized more effectively. The properties of these connections, for example, strength and mobility, are determined by the degree of participation of information in the subject's further activities, the importance of these connections in achieving the intended goals. The main idea of the activity theory is briefly described as follows: the connections between different perceptions are determined, first of all, by how the subject uses them. The study of human memory as an activity was initially caused by the work of French scientists, in particular, P. Jane. He was one of the first to define memory as a system of activities aimed at remembering, processing and storing material. In world psychology, this concept L.S. Developed by Vygotsky, it was developed in the cultural-historical theory of the origin of human higher mental tasks.

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