

METHODS OF MEMORY DEVELOPMENT IN RUSSIAN LANGUAGE LESSONS

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ABSTRACT

The article discusses the methods of memory development in Russian language lessons

Keywords: memory, Russian language, efficiency, learning, development, activity, vocabulary, mnemonics, method

INTRODUCTION

Developing memory, attention, and thinking are often similar tasks. Many of our personal characteristics depend on this. For example, the process of mastering the skills of reading, public speaking or oral arithmetic cannot do without memory. Based on this, memorizing information is a universal skill.

Memory is a form of psychic reflection that consists in the consolidation, preservation and subsequent reproduction of past experience, making it possible to reuse it in activity or return to the sphere of consciousness. Memory includes a number of processes: imprinting (remembering), retaining, forgetting, restoring (recalling) information. These processes are not autonomous psychic faculties. They are formed in and determined by activity.

Teaching a non-native Russian language is more effective if the lesson is built in an interesting and entertaining way, and in the game the child can safely consolidate the acquired knowledge and improve the skills of literate speaking and writing. In addition, mastering the Russian language in the process of a didactic game will be much more productive than rote memorization or cramming the rules. If for many children creative tasks in the usual form can cause difficulties due to the small vocabulary of the student, then in the game the student overcomes this barrier easily - with the help of a teacher or with the help of teammates - and does not feel discomfort from his "ignorance". If in the traditional questionnaire and response form it is difficult for a student with a low level of Russian language proficiency to maintain a meaning-seeking dialogue with the teacher, then in the form of a game, the psychological tension of the student is relieved, the conflict of relations between the participants in the educational process tends to zero.

The most important indicator of the level of development of a student's memory is the mastery of memorization methods, therefore, the purposeful teaching of younger schoolchildren effective methods of memorization (mnemonic methods) directly in educational activities is the most important condition for increasing the success of the educational process.

Mnemonics, or mnemonics, is a set of methods and techniques for effectively memorizing information and increasing memory capacity.

Mnemonics exercises are based on different ways of memorizing information: visualization, auditory, kinesthetic representation, modifications, links, and simplifications.

All of them help to build associative chains with existing information and memorize new data faster. Mnemonics help students learn productively and not spend all their time cramming information.

Mnemonic learning activities are formed along the path of internalization of the external objective action into the internal mental plane and include a series of sequential steps:

1. setting a goal for students – to master the technique of memorization;
2. explanation of the essence of the technique, the principle of performing the educational task using this technique on a specific example;
3. completion of the task by students in dialogue with the teacher;
4. use of the technique through independent work;
5. A task for memorization is proposed and the formation of the mnemonic technique, i.e. the ability to use mental actions for mnemonic purposes, is checked.

In Russian language lessons, it is advisable to use methods based on the laws of imaginative thinking, the development of which facilitates the understanding and memorization of both textual and other types of information:

The "method of key words", which allows you to recall the meaning close to the text, is based on active intellectual work on the semantic content of the material, on understanding the connections between its parts. In the process of working on the presentation, the use of key words that reflect the meaning of the memorized text leads to the formation of the richest program of successful reproduction.

The "structuring method", which requires significant intellectual actions, in which connections and relationships are established within the memorized array, thanks to which it begins to be perceived as a whole, is a factor in memorization, the preservation of the rules of competent writing. Students are asked to establish the relative arrangement of the parts that make up the whole of the internal structure of memorization. Thus, orthograms, which are based on phonetic, word-formation, morphological phenomena in the modern Russian language, are easier to structure.

The technique of "resurrecting thought" consists of 10 questions, the answers to which bring information about the memorized material into the field of consciousness. Children independently compose questions, for example, on the topic "Syntax as a section of grammar", then, answering the questions asked, they realize the importance of the memorized information, increasing the brain's performance in the field of recall.

To a large extent, memory is activated if memorization in children is accompanied by positive emotions and an active position of the child in relation to the material. Didactic types of work and exercises in an entertaining form (crosswords, puzzles, free, creative dictations, etc.) in Russian language lessons contribute to the awakening of cognitive interest in younger schoolchildren, increasing motivation, which is a factor in successful memorization.

Thus, the mastery of various ways and strategies of memorization related to organization and processing determines the development of memory in primary school age. Performing special exercises and tasks in Russian language lessons, mastering the algorithm of grammatical analysis, mastering the skills of writing narratives are aimed at developing arbitrariness in the process of memorizing, retaining and reproducing educational material, increasing the share of logical memory, increasing its productivity.

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