

## **VIEWS ON MEMORY AND WAYS TO DEVELOP MEMORY**

**D. M. Yuldashev**

Senior Lecturer, Kokand State University

### **ABSTRACT**

In the article we will try to give brief information on how to improve a person's memory and how to develop it. In order to become a perfect person, a person needs religious and world knowledge, and in order to receive so much knowledge, one must have a good memory.

**Keywords:** Memory, thinking, attention, character, arbitrary and involuntary memory.

### **INTRODUCTION**

It is no exaggeration to say that the development, progress, and achievement of high levels of a person are directly related to his memory. As Sechenov said, a person without memory would remain "in a state of eternal infancy" and S.I. Rubinstein's thoughts: "Without memory, we would be momentary beings" indicate that without memory, a person would be no different from a baby born yesterday.

Main part Memory is a mental process of remembering perceived objects and events or past experiences and restoring them when necessary. Memory remembers the best moments. It is one of the properties of the nervous system, which is manifested in the ability to store information about events in the external world and reactions of the organism for a long time and reproduce it in the activity of the mind and in the framework of behavior, actions. Memory is the ability of an individual to remember, retain, and later recall experience.

The first scientific views on memory are found in Eastern thinkers and Greek philosophers (Aristotle and others). In particular, Farabi, looking at memory as a component of the mental process of cognition, emphasized that memory is a characteristic feature not only of humans but also of animals. In kindergarten children, memory plays a great role; they involuntarily remember things that are of some importance for their activities, that made a strong impression on them, and that interested them. They do not set a goal for themselves to remember something, and they are not yet able to set a goal. Memory is a set of general processes as one of the levels of reflecting the surrounding reality and is the preservation of past experiences.

Memory is usually understood as remembering, and the preservation and subsequent reproduction of life conditions in a person's personal activity is memory. Aristotle began to study this mental process in the 4th century BC. Through such disciplines as psychology, pedagogy, cybernetics, medicine, neurophysiology and biochemistry, we can learn that memory ensures the integrity of the development of the individual. As I.M. Sechenov emphasized, human life cannot be imagined without the process of memory. Memory holds any mental elements, even if they are erroneous, in order to "unite" each element with the next.

Such "unification" cannot develop without memory:

The most important feature of all mental processes is memory. Memory ensures the integrity of the human personality, without memory a person is like a newborn baby.

As E.S. Rapasevich emphasized, "memory is a necessary condition for the unity of spiritual life, the unity of the human personality". Through memory, a person accumulates knowledge and uses it at the right time. Any skill or ability cannot be imagined without being consolidated in a person's memory. Methods of action and their directions cannot be realized without the participation of memory.

In psychology, the following main types of memory are distinguished:

- ✓ Memorization
- ✓ Storage
- ✓ Forgetting
- ✓ Reproduction (recognition, restoration)

R.S. Nemov considers these processes to be non-autonomous mental abilities, they are formed in activity and determined by it 3. S.L. Rubinstein says about memorization: "the accumulation of individual experience in the process of life by memorizing certain materials, the unification of images and impressions that arise in the subconscious, the impact on the perception of objects and events, etc., also directly depends on memory".

According to S.L. Rubinstein, associative, semantic and structural connections play an important role in the process of memorization "remembering is the application of currently acquired knowledge in a practical or theoretical context in the future for the purpose of more or less conscious fixation" remembering is the extraction of acquired knowledge for use in practical or theoretical activities and its use in the present. In these connections, the role of the material is mainly manifested, but memorization depends not only on the objective connections of the material, but also on the relationship of the person to it. Memorization is the process of fixing and storing in memory, impressions received from objects and phenomena of reality.

Memory can be:

Involuntary: in this case, the continuation of our voluntary actions in memory, in which a predetermined goal is set for remembering;

Involuntary memorization is characterized by the absence of a specific goal and some effort, and this goal is achieved.

It is easier to remember objects that are distinguished by their properties and are determined to be involuntary and continue without much effort compared to forced memorization. A person's interests, things, experiences associated with certain feelings have a significant impact on the duration of involuntary memorization. Voluntary memorization is a specific memorization, consciously setting a goal, making a clear plan for memorizing certain materials and using other tricks to achieve the goal, a person makes voluntary actions and has an effective memory.

Mechanical memorization: is memorization without understanding the connections between materials and objects. According to V.A. Krutetsky, children usually memorize mechanically, children usually do not understand educational materials or do not want to understand them. The characteristic feature of meaningful (logical) memorization is that the high interest in memorization in a person is based on the understanding of the semantics of the essence of the material fixed in memory, the content of the logical connections existing between its parts,

memorization and reproduction, permanent connections are established between them, this is called "retention" of remembered objects and events.

E.S. Rapatsevich says that "retention is the preservation of traces and connections in the brain, which are learned in memory". The preservation of material in memory depends on its participation in its activity, because at any given moment a person's behavior is determined by all his experience. Forgetting, the process of fading in memory, and denial represent different features of the same process.

Although preschool children have good emotional memory, this type of memory is stronger in adults than in children. Adults never forget some things and events that have a strong emotional impact. And kindergarten children can sometimes forget things that have a strong emotional impact. The speech of educators and parents is also of great importance in developing children's memory. When talking to a child, speech should be simple, pronunciation should be clear, fluent, and understandable.

The opinion of one of the famous Russian educators, K.D. Ushinsky, is relevant in this regard. "A teacher who wants something to be firmly fixed in a child's memory should try to involve as many of the child's senses as possible in the process of memorization: the eyes, ears, the organ of sound, muscle sensation, and even, if possible, the organs of smell and cognition." So, the more and more carefully the child's memory is worked on, the easier it will be for the child to master school education.

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-19th centuries. The basis of this theory is the concept of association - the connection between individual unique phenomena of the psyche, developed by G. Ebbinghaus, G. Muller, A. Pilseker and others.

According to this theory, memory is understood as a complex system of short- and long-term associations that are stable in terms of similarity, temporal and spatial proximity. According to this theory, many laws, In particular, G. Ebbinghaus's law of forgetting was discovered. Up to 60% of the information received during the first hour is forgotten, and after six days less than 20% of the text first memorized is retained. Over time, the associative theory faced a number of problems that needed to be solved, the main of which was to explain the selective nature of human memory. At the end of the 19th century, the associative theory was replaced by the Gestalt theory. The initial concept for this theory, and at the same time, the main principle that could explain the unique phenomena of memory, was not the association of primary elements, but their initial, holistic organization - the gelstein. It is precisely the gelstein laws of formation that, according to the representatives of this theory (W. Wundt, B. Titchener, etc.), determine memory. The main idea of the supporters of this theory is that the process of remembering and In memory, information is usually not a random collection of elements that are formed on an associative basis, but a coherent structure. Later, the theory of Gelstein also encountered a number of difficulties, in particular, the complex problem of the formation and development of human memory in phylogenesis and ontogenesis. The fact is that the motivational states and gestalts themselves, which distinguish the processes of memory in a person, were perceived by their supporters as predetermined and non-developing formations. This ended the debate on the genesis of memory.

Representatives of behaviorism and psychoanalysis also could not find a satisfactory answer to the genesis of memory. (D. Watson, E. Thorndike). But behaviorists bypassed the dependence of conscious activity and personality traits in a person on assistance.

The dependence of memory phenomena on the individual was shown by Z. Freud. According to him, everything that does not allow the subconscious inclinations of a person is squeezed out of memory are released, and, conversely, those that are pleasant to him are retained. This connection has not been confirmed by experience. At the same time, the merits of Z. Freud and his followers in the study of human memory were to determine the importance of positive and negative emotions, motives and needs in the processes of memory, remembering and forgetting.

In modern psychology, the main concept is the theory that studies the activity of the individual as a connecting factor in all his mental processes, as well as the formation of memory processes. According to this concept, the course of the processes of memorization, storage and recall is determined by the place occupied by information in the activity of the object. This was due to the work of P. Jane. He was one of the first to define memory as a system of actions aimed at memorizing, processing and storing material.

In world psychology, this concept was developed by L.S. Vygotsky in the cultural-historical theory of the origin of social mental functions. Then, it was developed by A.N. Leontiev, A.R. Luria, P.I. Zinchenko, A.A. Smirnov and other famous psychologists.

According to S.L. Rubinstein, memorization depends on the nature of the activity being performed. In addition, in his opinion, it is impossible to draw an unambiguous conclusion about the higher efficiency of voluntary and involuntary memorization. Research by P.I. Zinchenko, A.A. Smirnov proved that involuntary memorization is more effective than voluntary memorization under certain conditions. Memory occurs due to the flexibility of the nervous system, the brain, that is, its ability to leave and store information in the form of a trace under the influence of stimuli.

As a result of the decrease in brain plasticity and calm, the effectiveness of memory decreases, sometimes due to fatigue. It is restored after rest. Usually, brain plasticity decreases with age. For example: elderly people get lost in their speech. They forget what they said before and say the same thing again. It is a physiological mechanism that creates associations of temporary neural connections. It is worth noting that in some textbooks, the types of memory are classified differently. For example, in the textbook "General Psychology" edited by A.V. Petrovsky, the following classification is found:

Depending on the nature of the mental activity that is most noticeable in the activity: motor, emotional, figurative and verbal-logical memory.

According to the goals of the activity: involuntary and voluntary memory.

According to how long the material is remembered and the duration of its retention: short-term, long-term and operational memory.

The textbook "General Psychology", edited by M.G. Davletshin, lists the following classification of memory:

According to mental activity: voluntary and involuntary memory.

According to the purpose of the activity: motor, emotional, figurative and verbal-logical memory.

According to the duration: long-term, short-term and operational memory.

In the textbook "General Psychology", edited by E.G. Goziev, the types of memory are classified as follows.

1. According to the activity of mental activity: a) motor or motor-action memory; b) figurative memory; c) emotional or sensory memory; d) verbal-logical memory.
2. According to the purpose of mental activity: a) involuntary; b) voluntary; c) mechanical.
3. According to the duration of mental activity: a) short-term memory;  
b) long-term memory; c) operational (fast) memory.
4. According to the quality of the stimulus of mental activity: a) musical; b) auditory memory;
5. Depending on the direction of mental activity in a person: a) phenomenal; b) professional.

In conclusion, it should be noted that memory plays a key role in human cognitive processes, accumulation of experience and intellectual development. Its types, mechanisms of the memorization process, and the specific aspects of voluntary and involuntary memorization are of great importance in human activity. Memory development is effectively carried out through meaningful learning, emotional activity, involvement of several sensory organs and regular training. A strong memory is one of the important factors of a person's success in study, work and everyday life.

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