World Bulletin of Social Sciences (WBSS)
Available Online at: https://www.scholarexpress.net
Vol. 27, October 2023
ISSN: 2749-361X

REGULATIONS OF MEMORY DEVELOPMENT IN PRIMARY SCHOOL STUDENTS

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Article history:

Received: 20th August 2023
Accepted: 20th September 2023
Published: 24th October 2023

Abstract:

The article talks about memory, mnemonic ability, reproductive thinking, young schoolchildren, school, talent, perception, remembering and reflecting feelings, thoughts, speech, actions .

Keywords: skills and competence, knowledge, voluntary and involuntary memorization, independent tasks, learning, process, thinking, understanding, logical memorization.

INTRODUCTION. Human memory can be defined as psychophysical and cultural processes that perform the functions of remembering, storing and reproducing information in life. Memory is a vitally important basic human ability. Normal functioning and development of a person is impossible without memory. This is easy to see if you look at people with severe memory impairment. All living organisms have memory, but it is most highly developed in humans.

Reproductive thinking, determined by the presence of primary education, is important in any activity of schoolchildren. On the basis of this type of thinking, the tasks of the "structure familiar to the subject " are solved, providing a "correct, logically based" solution, renewing the previously formed communication systems[1].

is related to memory , which ensures the consistency of knowledge and its relevance in accordance with requirements . the significance of the relationship between memory and learning performance varies with the age of the students. These associations are significant in the lower grades (third and fifth), decrease in the eighth grade, and become completely insignificant in the tenth grade.

ANALYSIS AND RESULTS. The performance of junior high school students is equally related to voluntary and involuntary memorization . Memory plays a very important role in the educational activities of schoolchildren. The analysis of psychological literature shows that the formation and development of mnemonic abilities is carried out intensively during schooling. The child's admission to school immediately puts new demands on him, which is connected with the need for systematic acquisition of knowledge , forcing him to subordinate his mnemonic processes to learning tasks[9].

Is the formation of temporary nerve connections that can be restored and renewed in the future under the influence of various stimuli . Research conducted in recent years at the neurophysiological and biochemical levels makes it possible to distinguish two stages in the construction of connections.

In the psychological literature, many authors not only reliably demonstrate the effectiveness of using mnemonic methods in memorizing material, but also reveal some possibilities of their formation. In his experimental study, AASmirnov showed the internal side of the memorization process , and allocated a central place in this activity to activities such as grouping, selection of strong points, and correlation[10]. Under the semantic grouping of the material, AASmirnov understands the division into parts (microtopics) according to their semantic content . According to the nature of the activity, he distinguishes two types of grouping of texts: "Voluntary-intuitive" and "Voluntary-discursive". In the first case, the selection of parts is not an independent action, it happens subconsciously and is carried out directly during the reading process. In the second case, semantic grouping becomes a conscious, independent action, because the process is subject to a specific task[11]. In text search, comparison, sequence evaluation, and systematic learning, parts are distinguished. Highlighting the semantic grouping of the material as a method of memorization , AASmirnov considers it the most adequate for understanding the process of memorization, because mental activity is always present during the process of memorization.

Semantic grouping, according to AASmirnov, implies a forced separation of the strengths of memorization, by which he understands "a short, concise thing that replaces more general content, not any help in memorization." With the help of reference points, not only memorization, but also the reproduction process is mediated. Strong points can be different (theses, questions, images), but they perform a single instrumental function of summarizing, summarizing and organizing the material during memorization.

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AASmirnov notes that the function of reference points in the process of memorization is the same as the function of a stimulus in ANLeontyev's approach . The difference between the stimulus and the reference point is that if the first acts as an external support, the second, according to AASmirnov, is the compressed content of the object itself[12].

In general, the obtained reference points constitute the material plan. These plans are unique and not like the logical plans of the text. Their difference, according to AASmirnov , consists in the fragmentation of verbal formulas, the incompleteness of the logical form, etc. The difference between cognitive and mnemonic plans was noted by IPZinchenko. According to him , the mnemonic plan, in contrast to the cognitive one, is an individual method of organizing a certain content, which allows a certain subject to define the content in a certain way and to control the act of reproduction. The mnemonic block consists of various bases that reflect the internal and external connections that characterize the relationship of various groups of material and semantic relations with existing information, personal experience, knowledge and values of the subject[13].

With age, as they master them, they listen as real methods of memorization and become important moments of the memorization activity. Many studies have been conducted under his supervision . While listening to the material, the dock is also preserved, which indicates the presence of self-control over one's actions. The use of self-control in the process of memorization is expressed in a critical attitude to the results achieved, in the ability to connect the received information with the sample. Teaching experiments aimed at the formation and organization of semantic memorization have shown that many schoolchildren, on the one hand, have difficulties with the formation of mental actions, and on the other hand, the ability to conduct them. Systematic control over the entire process of memorizing words.

According to the presented materials , the main method of memorizing young students is repeated repetition. Dale Carnegie calls repetition the second law of memory. If we repeat it often, we will be able to remember all the information within the limits of thinking . The larger the amount of information , the more repetitions are required for memorization. It is easier to memorize large volumes of information if it is divided into parts. Repeating the material selected for memorization over a long period of time is less effective than repeating it at regular intervals. For example, we can observe that R. Burton, who was able to speak twenty-seven languages like his mother tongue, did not spend more than 15 minutes learning a language. Because, after this time, the brain does not work clearly. Repeating previously memorized information helps to retain it in memory better. It is possible to pay more attention to the memorized material , focus, and reduce the number of repetitions. It is better to repeat more at the beginning and end of the material than in the middle . An even distribution of repetitions throughout the day for memorization saves more than twice as much time as memorizing the material all at once[14].

In the process of learning, memory, armed with new methods, undergoes qualitative changes: from the impulsive memorization of a preschooler to the semantic memorization of an older student. The capabilities of human memory largely determine how much information can be obtained during the learning process, how long it will take to assimilate this knowledge, how strong, generalized and mobile it will be. Therefore, the rational use of this opportunity is one of the important conditions for the effective organization of training sessions.

Difficulties with working memory in the learning process usually consist of the fact that you have to spend a lot of time and effort. Selected methods of processing memorized material were considered by AASmirnov in the process of their development in school-aged children . He showed that the application of these methods causes significant difficulties at first and cannot be performed even if there is a clear task, therefore they cannot be used for the purpose of memorization. Usually, with the development of the child, these methods can be included in the memorization process . Thus, young and middle-aged children cannot yet apply grouping or correlation quickly and correctly, but if there is a specific task (for example, showing similarities or differences), these actions can be performed[15].

has data in experimental studies , and at this stage these methods are available for understanding by children, but not as memorization methods, but as independent tasks. In most cases, children learn to think, understand, and memorize logically in the learning process, in such conditions, if the teacher does not clearly set this educational task, he focuses only on completing educational tasks. . However, in such cases, they learn it for a very long time, and many of them manage to acquire stable habits of mechanical memorization during this time without learning properly.

At least two closely related conclusions emerge from

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contemporary ideas about the nature and determinants of memory that apply to educational settings that promote effective and sustained knowledge acquisition and student memory development. The first conclusion is that all methods of activating the mental activity of students not only help to develop their thinking, imagination, creative abilities, worldview and personality, but are also a necessary and basic condition for memorizing and mastering them as quickly as possible. solid knowledge. Therefore, ways to activate the mental activity of students are not some kind of "luxury" that can be included or not included in the teacher's work. In modern conditions, where the volume of knowledge, skills and qualifications necessary for a person is very large, the active mental activity of students becomes the main, basic condition for their mastery[16].

The second practical conclusion from modern memory research is that in the process of school education, it is necessary to pay attention to the formation of long-term semantic memory operating systems in students. Only such systems can provide a deep and multifaceted analysis of the educational material, and therefore should be one of the leading internal conditions for effective and continuous acquisition of knowledge . There is still no clear constructive curriculum, in which the lessons include a system of actions for the development of mnemonic abilities[17].

In the primary school program, it is noted that lessons should have a developmental effect and increase the mental activity of students. However, after this, these rules are not specified in any way , there are no recommendations for the teacher in this regard. Therefore, in real pedagogical practice, if a teacher sets himself the task of developing students' memory, he does not carry out effective scientifically based actions aimed at solving it.

We can describe the situation of the problem of development of operational mechanisms of mnemonic abilities in the practice of school education as follows. Stimulates the development of mnemonic skills, especially operational mechanisms, in primary school students.

CONCLUSION. Operational mechanisms of mnemonic abilities - classification, semantic grouping, selection of strong points, mnemonic planning - develop spontaneously during training. The listed mnemonic methods are mainly implemented by students at the perceptual-representational level. The main method of memorization among young students is repeated repetition of the material, because they use the most "natural" method of memorizing educational material, from their point of view, without having logical methods of memorization .

there is a need to create a psychologically based methodology for the development of mnemonic abilities of young students, in particular, operational mechanisms of mnemonic abilities during information processing (one of them is classification), and a teaching system.

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