

Methodological Possibilities of Increasing Memory Productivity in Primary School Students

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ABSTRACT

This article reveals ways to increase memory productivity in elementary school students through exercise.

KEYWORDS: *memory, thinking, process, will, child's personality, exercise, productivity, attention, interest, long-term, stable, knowledge of the environment.*

The upbringing of a versatile person is a process that is distinguished by its relevance, the correct organization of the mental and physical development of children imposes great responsibility on the teaching staff.

Younger school age can arise only on the basis of voluntary, volitional tension in the learning process of students, as well as when a child tries to fulfill the demands of others or to act personally.

The development of thinking can be judged by the mental health of a young schoolchild, by his cognitive activity. A child's curiosity is mainly aimed at learning about the world around him. During the game, an elementary school student seeks to learn the secrets, causes and essence of the universe. For example, he can independently study which objects sink in water and which ones float. The more actively the child is in a mental relationship, the more questions he will ask and the more varied these questions will be. The child is very interested in how it snows and rains, where the sun is at night, how the car moves, the distance from earth to sky. This is their "Why?" "How?" "Through what?" to answer questions such as Children of this age are more likely to think about what they see.

they can walk. The main type of thinking in children of this age is figurative thinking. Children's education, especially at school, is very important for the development of children's thinking. For example, in a study by psychologist Piaget, children 6-7 years old were asked to measure the amount of water in identical containers. The children answered: "There is the same amount of water in the container." It is this amount of water that is poured into containers of different heights in front of the children, and then the children say which container has the most water and how much water is in a thin but high container. The children realized that their answers were wrong when they saw the same amount of water in the same container again. The same experiment was carried out when plasticine shapes of the same size were changed and compared to buttons in a row, which were more clearly spaced between an equal number of buttons.

This experience proves that children of 6-7 years old think mainly about what they see. Teaching children, mainly at school, is of great importance for the development of children's thinking. In the process of transferring knowledge in education and school, as observation, memory and imagination grow, the range of things that can be materialized in the thinking of children of primary school age expands, and children develop logical and critical thinking. In the process of learning, the child's thinking goes a long way of growth - from concrete thinking to abstract theoretical thinking. In a child preparing for school, attention is relatively long and conditionally stable. Primary school

students do not know how to control attention by willpower and adapt to the situation. The main reason for this is the weakness and instability of their voluntary attention. Children are more likely to develop involuntary attention. The clarity, brightness and appeal of elementary school materials awaken involuntary feelings in students and enable them to master the basics of science without strong willpower. One of the features of the attention of students in grades 1-2 is that it is not stable enough. This is why they cannot stay focused on certain things for a long time and cannot stay focused on objects for a long time. The educational process creates favorable conditions for the development of voluntary, stable, strong, strong, active conscious attention of younger students. In the learning process, independent mental work, such as problem solving, exercise, repetition, voluntary, conscious effort, constitutes voluntary conscious attention. At this age, children begin to develop the ability to concentrate, organize, distribute and control voluntary attention. Here are some exercises to help primary school children develop memory.

Exercise 1: Children read 6 pairs of words whose meanings are related. Children must choose the third word for each pair.

An egg is a chicken

The forest is a tree

House on a city street

The river is a lake

Coat - cold snow

The bird is a nest in the sky

Exercise 2. Exercises that develop associative memory.

Students will be shown 10 flashcards to help them remember. In this case, children should memorize words that correspond to the content of the objects depicted on the cards.

Picture cow chicken pen book

Draw the word "dairy chicken"

Pictures needle fish - fish vacuum cleaner

River bets on word cleaning

Picture - cake with a rose

The word garden is fragrant and sweet

Exercise 3. Exercise "FIND EVERYTHING".

In a row from 7 to 10 different items. (Images of objects may be included). They will be covered. Then open the top of the object for 10 seconds, show it to the children and close it again. Children say they remember the things they see. The objects then open again for 8–1 seconds, and when they close, the children are asked to indicate the order in which they are located. In the next step, any two objects are replaced and displayed for another 10 seconds, and descendants are asked which objects were replaced.

In the next step, you will be asked to describe their color regardless of the objects. Alternatively, children may be asked to find the "missing" item.

Exercise 4. Children are read 6 pairs of words, the meanings of which are related. Children should choose the third word that matches the meaning of each pair.

An egg is a chicken

The forest is a tree

House on a city street

The river is a lake

Coat - cold snow

The bird is a nest in the sky

Exercise 5. Verbal finding of encrypted 2-digit numbers, memorizing them.

MA BY YK OT SA PO

0 1 2 3 4 5 6 7 8 9

A M B I K O S I P T

Exercise 6. Children are given 5 encrypted words and their keys. Task: find encrypted words, memorize them, mark words that do not correspond to the content.

0 1 2 3 4 5 6 7 8 9

A P O N K L M J Y H

2036 3011 2450 7810 590 (saw for apple cherry, fig, pear)

Encrypt the words apple, cherry, fig, hawthorn according to the given cipher.

0 1 2 3 4 5 6 7 8 9 -

A R O N K L M J I C H

Exercise 7. Memorize the movements of words in pairs

Drink flowers

Red hot fast

Growth Swim Letter Summer

Barre comfortable with a large handle

In conclusion, we can say that;

The results of studies by Russian psychologists confirm the idea that when assimilating content-rich material, it is important to give different directions, instructions for memorization. Since the first signaling system is slightly superior to the second signaling system, visual memory is more common in younger schoolchildren than logical memory. That is why they remember vivid data, information, events, images and things faster and stronger than theoretical laws and rules, abstract concepts.

The student will be able to remember his memory, conscious control and adapt the recall process to the purpose of the activity.

Demonstration memory plays a more important role in the effective learning process of younger students than logical memory.

At primary school age, the memory process is determined by the intellectual development of students through the development of their cognitive, attentive and thought processes.

The effectiveness of voluntary recall and memorization largely depends on the level of mental activity of students.

Second-graders do not pay attention to the internal connections of the educational material, do not understand its meaning, memorize dryly. They learn superficially without logical analysis. But since they take a great interest in different games, the fact that the teaching materials are presented in a playful way helps to increase their memory efficiency.

On the other hand, fourth-graders focus on the internal connections of the educational material, understand its meaning and remember it logically. The material is not superficial, since it is a logical analysis of the material under study. However, their interest in learning is less effective than that of second graders, so they are less likely to memorize material that they are not interested in.

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