



PROBLEMS ARISING IN CHILDREN'S MEMORY AND THEORETICAL APPROACHES TO THEIR SOLUTION

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ABSTRACT

This thesis discusses the problems and solutions in children's memory, the development of children's memory, their acquisition of knowledge, skills, and abilities, as well as the importance of exercises and games for the development of memory.

KEYWORDS

Memory, preschool age, memorization, retention, test, exercise.

INTRODUCTION

It is known that memory processes consist of the following: memorization, in terms of its activeness, is divided into two:

- a) Involuntary memorization – no prior goal is set, no topic is chosen, and no willpower is spent.
- b) Voluntary memorization – a goal is set in advance and the topic is determined.

In voluntary memorization, the following different methods are used: goal setting (for example, a goal before entering an institute); understanding and memorizing learning materials; using rational methods of memorization, such as recalling as a way of memorizing.

In the science of psychology, the following types of memorization exist: perceiving and memorizing information, messages, impressions, and materials through hearing; perceiving and memorizing materials necessary for mastering through sight; perceiving and memorizing materials through movement and hearing; memorization in a mixed form – perceiving and memorizing through hearing, sight, movement, and similar methods or reflecting with the help of several stimuli.

The process of memorization refers to the property of retaining sensations, perceptions, thinking, and internal experiences in memory. Recall is the reappearance in our mind of things perceived in the past, emotions, thoughts, and actions. The neurophysiological basis of recall is the excitation of neural connections previously formed in the cerebral cortex.

When a child starts learning at school or in a preschool educational institution, people around them begin to ask various questions. For example, what they learned, what poem they memorized, what they ate for lunch, what tasks were given by the teacher or educator, and so on.

At the same time, every preschool-aged child or student may find it difficult to remember everything, understand it correctly, and give clear and fluent answers to the questions of parents or older siblings. Whether the answer is positive or negative is, of course, related to the development of the child's memory, retention, and memorization abilities.

Often, in children, a decrease in memory is associated with fatigue. In primary school age, fatigue can be caused by the difficulty of mastering the school curriculum. Today, overloading



the nervous system is often connected with watching TV programs and playing computer games. It is important for the child not to get tired and to rest not in front of the television but by playing with peers in the fresh air.

To strengthen a child's memory, it is necessary to expand their thinking range. For example, linking the numbers in a phone number with certain life events, or placing the first letters of each number in sequence to form a word (sometimes funny words are formed, which are easy to remember). Such connections can be made endlessly; this is the most important secret of strengthening memory.

All memory abilities are highly expressed in preschool children, and at this age, due to the speed of development, memory surpasses other abilities. The rapid development of natural memory in children can be seen in their memorizing of poems, reciting riddles, retelling events remembered from heard fairy tales, or observing a picture and thinking about something unusual in it. Children involuntarily remember bright, attractive, and unusual things and later involuntarily recall them.

Observations and research on children's mental development show that memory develops according to the child's age and changes in both volume and quality. The volume of memory means that as children grow, they can remember many things, even complex events. The quality of memory is related to how many useful things are stored in memory; later, this knowledge becomes the child's personal experience.

Gaps. There are also gaps in the memory of preschool children. However, this is related to various levels of laziness. The reasons why what you said or instructed goes in one ear and out the other have their own characteristics. To prevent this, parents should closely observe the child, talk to them often, and set fewer demands.

Preschool children are characterized by mechanical memorization without understanding the information. The task of adults is to teach the child to consciously perform new knowledge with logical understanding. Voluntary memorization and repetition should gradually pass into a conscious form.

If a poorly developed type of memory is present in a child, it should be improved. This theory is not always justified. A child has verbal-logical thinking. They can analyze all the information they have memorized. In this case, is there a need to develop figurative memory? In any case, the child should be adapted to their way of thinking and developed in that direction.

In conclusion, it should be emphasized that in order to eliminate problems arising in the memory of preschool children, educators, teachers, or parents should form an idea in children's minds about the things they need to memorize or remember. Various games and exercises (visual, numerical, textual) are effective methods for developing the memory of preschool children. Since the high development of memory forms the basis for further intellectual development, other abilities will also develop in children with fully developed memory.

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