



DEVELOPMENT OF MEMORY IN PRESCHOOL CHILDREN

<https://doi.org/10.5281/zenodo.10910333>

Akhmedova Gulbahor Hamrokulovna

*Senior teacher of the Fergana Region National Center for Training Pedagogues in
New Methods, Department of Pre-School Primary and
Special Education Methods.
Fergana, Uzbekistan.*

ABSTRACT

This article is written about the role of memory in the mental development of children of preschool age, in which the scientific views of pedagogues, psychologists and scientific research on the importance of memory development in the mental development and mental development of children are analyzed.

Key words

memory, preschool age, mental processes, children, image memory, game, character, mechanical memory, emotional memory.

Introduction. The development of the child's psyche is a very complex and contradictory process, as in any other development, where quantitative changes lead to qualitative changes, transitions, "jumps". Children's recognition memory comes into play first. A newborn baby sees an object once, and then he immediately recognizes it. If the object is held by the mother or father, the baby remembers it better. Because parents are the most important people in his life, everything related to you is very important for the baby.

A six-month-old child is able to remember more and more things. If he's offered an inconspicuous white car with a bright yellow duck, he'll definitely reach for the duck. Then you have to turn the wheels of the car and show how the car drives. The baby is laughing! He will recognize his favorite toy after a few days because he remembers what the machine can do. When you introduce a new toy to a child, show and talk about what the toy can do. Then it will be more interesting for the child to play with the toy, and in this way he will get new information that will remain in his memory. A child can remember like an adult at the age of 2-3. Now he knows how to use all the possibilities of his memory. It groups concepts into categories so that a certain series of objects (for example, a cow, a tiger, a pear, a lemon...) remains in the brain. Some words represent animals, others fruits. Cut out pictures of fruits, vegetables, animals and help the child put them in different boxes.



Theoretical part. Preschool children have more developed visual memory. Therefore, they remember better what they see directly than what they hear. In other words, preschool children remember concrete things more easily than words. The main reason for this is that, firstly, the perception of children of preschool age has a clear, figurative character, and secondly, their speech has not yet fully developed.

When children reach the upper grades and their speech has grown, they can remember the word material well. Children remember a lot of things mostly during different play activities. Therefore, their recall is often episodic and random. This makes it difficult to put the things in their memory into a certain system. Because of this, things in the memories of preschool children are chaotic and mixed with each other.

In children, understanding and remembering the meaning also develops very early. For example, young children remember their favorite stories with full understanding of their meaning. Some characters in these stories are loved and others are hated. In general, the content of stories affects children and evokes certain emotions in them. All this shows that children understand the content of the story.

Early preschoolers have involuntary recall and involuntary recall. They involuntarily remember things and events that interest them in some way and attract their attention. Remembering something is manifested in the form of association. They cannot remember on their own. When it is necessary to remember something in the game, it brings to mind other similar things as an association.

Like voluntary recall and voluntary recall, memory processes begin to develop very early in children. This is the type of memory that children develop when they do adult tasks.

A child of preschool age has a well-developed visual memory. The child remembers and remembers what he perceives in the form of clear images. That's why the child easily remembers bright, extraordinary details, and ignores the details that are not visible on the surface and do not affect the child's feelings, although they are important. The child's motor memory also grows and improves. The growth of motor memory is closely related to the formation of new movements and the acquisition of various movement skills. The child will walk, run and jump easily. Memorizing and recalling the necessary actions is very important in mastering these skills. At the same time, the process of acquiring motor skills in a young child is very different from the process in older children and adults.

Children of preschool age involuntarily remember things that are of some importance for their activities, that made a strong impression on them and that interest them. They do not set a firm goal to remember something, and they are not



yet able to set such a goal. Therefore, various things and events remain in the children's memories spontaneously, that is, involuntarily, during their play activities.

Experiments show that compared to younger children, the ability to involuntarily and mechanically remember is slightly weaker in middle-aged and older children. But this does not mean that children's memory becomes weaker as they grow up. The point here is that as children grow up, their life experience increases, and their speech develops, they begin to remember things and events selectively, that is, they remember only what they need. Some parents and educators, who did not notice the difference, come to the wrong conclusion that children's memory has started to weaken.

Due to life experiences and lack of vocabulary, preschoolers cannot understand many words. However, despite this, due to the plasticity of the nervous system, they cannot mechanically remember such words, but often cannot tell their meaning. This does not mean that mechanical memory is superior in children of preschool age. Pre-school children's mechanistic or meaningful memorization depends mainly on the character and content of the material they perceive.

It should be noted that mechanical memorization and logical memorization cannot be contrasted. Because according to academician I.P. Pavlov, the physiological basis of both types of memorization lies in the formation of time associations. But the main difference between these two types of memorization is that when the material is memorized mechanically, it is very simple in the cortex of the cerebral hemispheres, that is, when only one-sided and local associations are formed, it is very complex in logical memorization, or multi-faceted associative links arise. One-sided associations quickly fade and become stagnant due to lack of connection with other knowledge. As a result, things and knowledge that are memorized mechanically will soon be forgotten by the child. In other words, the things and knowledge that are remembered by understanding the meaning become strong and remain in the memory for a long time due to the connection with other knowledge that the child has previously acquired. Therefore, it is necessary to try to develop the child's ability to remember logically from preschool age. It is of particular importance to choose the material that will be given to children of different ages to remember. The material given to children to remember should be fully understandable for them. In this case, their mechanical memories will not work.

Older people never forget some things and events that had a strong emotional impact. Children can sometimes forget things that have had a strong emotional impact. In preschool children, there are such amazing cases that when they are under a strong emotional impression, they are unable to distinguish real, that is,



imaginary things related to their needs from real things. The reason for this is the weakness of the braking process in preschool children. Children become so absorbed in thinking about what they want that they begin to imagine things in their minds as if they had been or were happening. Because of this, they sometimes say that they saw things that were not there and saw things that they did not see. In this way, children's "inventions" and children's "lying" begin to emerge. In this case, children do not lie on purpose. At such a time, it is necessary to teach the child to understand him correctly, without hurting him.

The first signs of memory in a child begin to appear in the recognition of nearby people and objects. We can see this in the child's actions when he sees something familiar. For example, when a child sees a person close to him, he hugs him, or when he sees a stranger, he lies down. In young children, the presence of the ability to recognize allows them to remember things and events that they perceive.

The growth of speech is very important in the development of a child's memory. During this period, the child will be able to perceive things and events not only through themselves, but also through the names of these things and events. In addition, they enrich their memories by learning from adults and reading books.

Experiments show that the ability to involuntarily and mechanically remember and recall is slightly reduced in children of preschool age, that is, compared to 3-4-year-old children, 4-5 and 6-7-year-old children: but from this, older children it does not follow that their memory is getting weaker. The point here is that as children grow up, their life experience increases, and their speech develops, they remember things and events not chronically, that is, as they should, but selectively, that is, those who remember what they need. they start with.

Preschool children have a more developed visual memory. That's why they remember what they saw better than what they heard. In other words, 3-4-year-old children of kindergarten age easily remember specific things compared to words. The main reason for this is that, firstly, the perception of children of preschool age has a clearly figurative character, and secondly, they have not yet fully developed their speech. By the age of 6-7, children's speech has grown significantly, and they can remember vocabulary well.

Children remember a lot of things mostly during different play activities. Therefore, their recall is often episodic and random. This makes it difficult to put the things in their memory into a certain system. This makes it difficult for preschoolers to remember something. It is largely up to the educators to remove the confusion inherent in the memory of preschool children and to develop the memory of children. The teacher should choose the material that children should remember in accordance with their age characteristics. It is very important to use



different meaningful games in training children's memory. For example, the "magazine" game, various lotto games, and riddle games. In general, the child's recall and recall should be systematically managed by the educator.

Conclusion. Preschool children's memory develops intensively. Certain incidents and events perceived in childhood remain for a lifetime. A child of preschool age can remember events and events voluntarily. If what needs to be remembered is important for the condition of the game or the realization of the child's intention, then the child will easily remember the words in the given order and actions in the appropriate sequence. A six- to seven-year-old child can consciously use memorization methods. He repeats only what needs to be remembered and tries to understand and understand what is remembered in a given consistency. However, at this age, involuntary memorization is much more prevalent. The voluntary occurrence of the child's attention during the activity shows his interest in this work.

The development of memory does not end during the child's preschool age, but continues to grow throughout the child's life.

REFERENCES:

1. Umumiy psixologiya bo'yicha o'quvchi. Xotira psixologiyasi / ed. Gippenreiter Yu.B., Romanova V.YA. - M.: Ta'lim, 1979. - 426 b.
2. G'oziyev E. G. Tafakkur psixologiyasi. Toshkent. 2002 12. www.psiholog.uz
3. Davletshin. M va boshqalar" Yosh va pedagogik psixologiya "T., 2002 y.
4. Добринин Н.Ф. Внимание и эго воспитание. Изд-во "Правда". М.: 1951, стр.
5. Do'stmuhamedova SH.A., Nishonova Z.T. va boshqalar Yosh davrlari va pedagogik psixologiya. -T.: Fan va texnologiyalar, 2013 - 343 b.
6. Nishonova Z.T., Alimova K.G. Bolalar psixologiyasi va psixodiagnostikasi. - T.: TDPU, 2017 - 264 b.
7. Norbosheva.M.O. "Bolalar psixologiyasi" T., 2002 y.
8. Юнусова, Г. С. (2018). ВЛИЯНИЕ ВНУТРИСЕМЕЙНЫХ ОТНОШЕНИЙ НА ГОТОВНОСТЬ К СОЦИАЛЬНОЙ ЖИЗНИ ДЕТЕЙ. The Way of Science, 2(48), 77-79.
9. Yunusova, G., & Meliqoziyeva, M. (2023). FACTORS CAUSING DEMONSTRATIVENESS AND AGGRESSIVE BEHAVIOR IN ADOLESCENCE. Theoretical aspects in the formation of pedagogical sciences, 2(18), 189-196.
10. Юнусова, Г. (2023). ЎСМИР ЁШЛИ БОЛАЛАРНИ ОИЛАВИЙ ҲАЁТГА МАЪНАВИЙ ЖИҲАТДАН ТАЙЁРЛАШДА ОНА ШАХСИНИНГ ТАЪСИРИ. Евразийский журнал академических исследований, 3(5 Part 3), 69-75.



11. Sultanovna, Y.G. (2023). Social-Psychological Factors Forming Deviant Behavior In Teenagers And Their Prevention. Eurasian Scientific Herald, 20, 151-155.
12. Yunusova, G. (2023). THE INFLUENCE OF PARENT-CHILD RELATIONSHIP ON THE FORMATION OF CHILDREN'S BEHAVIOR. Models and methods in modern science, 2(11), 162-170.
13. Sultonovna, Y. G. Z. (2023). O 'SMIRLARDA ASSOTSIAL XULQNI SHAKLLANTIRUVCHI IJTIMOY-PSIXOLOGIK OMILLAR. Finland International Scientific Journal of Education, Social Science & Humanities, 11(5), 1357-1367.
14. YG Sultonovna. (2023). O'QUVCHILARDA INTERNETGA QARAMLIK SHAKLLANISHINING IJTIMOY-PSIXOLOGIK OMILLARI. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES 2 (21), 18-25
15. Юнусова Г.С. //Развитие воображения молодежи и подростков, воспитывающихся в благополучных и неблагополучных семьях// Teoretical & Applied science. №. 6. 2013. 91-94.
16. Sultonovna, Y. G. Z. (2024). IJTIMOY XULQ-ATVOR SHAKLLANISHINING PSIXOLOGIK XUSUSIYATLARI. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES, 2(25), 9-14.
17. Юнусова, Г. С. (2013). Результаты исследования мотивации по отношению к поддержке и одобрению у детей подросткового и юношеского возраста, воспитывающихся в полных и неполных семьях. СОЦИАЛЬНЫЕ НАУКИ И ОБЩЕСТВЕННОЕ ЗДОРОВЬЕ: ТЕОРЕТИЧЕСКИЕ ПОДХОДЫ, ЭМПИРИЧЕСКИЕ ИССЛЕДОВАНИЯ, ПРАКТИЧЕСКИЕ РЕШЕНИЯ, 83.