



Concept Of Memory. Types And Processes Of Memory

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Annotation. 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.

Key words: 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 Sechenyev 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.

Memory is a mental process that consists 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 and actions. Memory is the ability of an individual to remember, remember and later recall it again in his own 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,

The main part. He emphasized that memory is a characteristic not only of humans, but also of animals. The importance of memory is of great importance for children of kindergarten age, they involuntarily remember things that are of some importance for their activities, made a strong impression on them and interested them. They do not set a goal to remember something and 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 recollection, and memory is the preservation and subsequent reproduction of life conditions in a person's personal activity. 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.

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) 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.

Memory can be:

Involuntary: in this case, the memory is sustained by a predetermined goal and the continuation of our voluntary actions;



A specific goal and some effort are made to remember and this goal is achieved, characterized by the absence of a mandatory goal for involuntary memorization of symbols.

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

Mechanical memorization: memorization without understanding the connections between material 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 understanding of the content of the logical connections between its parts, memorization and reproduction, permanent connections are established between them, this is called "retention" of memorable objects and events.

One of the first psychological theories of memory is the associative theory, which emerged 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. Müller, 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 were discovered, in particular, G. Ebbinghaus's law of forgetting.

Methods and techniques for developing memory are becoming increasingly diverse, mainly for use at an early age, especially in preschool age. It is at this age that the child develops the ability to perceive and understand the environment, as well as the ability to memorize information. To perfect this process, it is recommended to use various methods and techniques. The development and implementation of methods and tools for developing memory



is important not only for preschool children, but also for schoolchildren, especially adolescents.

Conclusion. In conclusion, memory is not only a means of storing information, but also the basis of complex mental processes such as thinking, speech, creativity, and problem solving. Well-developed memory contributes to a person's success in professional activities, social relationships, and personal life. Also, each person's memory develops in their own way - taking into account these individual differences, educators and psychologists need to use a flexible approach when working with students. For example, some are more prone to figurative memory, while others learn better through logical connections. Memory is a complex and necessary system that is at the heart of a person's conscious life, and its correct understanding and development is one of the main factors of personal, social, and professional success.

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