

## Conditions for Taking Students' Memory Capacity in Education

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**Annotation:** The article describes the scientific and psychological methods and recommendations that help educators to memorize information in the process of teaching students.

**Key words:** memory languages, attention, curiosity, mechanical memory, logical memory, association, mnemonics.

Today, the ability of teachers to effectively use memory in pedagogical activities is a solution to prevent certain difficulties that arise in the process of learning subjects. The acquisition of such skills by students will be useful in the process of mastering the secrets of the profession, no matter what career they will pursue in the future.

Below we will look at the factors that learners need to rely on in order to retain the information they need. Knowing the conditions that determine the quality of memory is of practical importance for education, because when you know these conditions, you will know what to do and what to consider in order to achieve a strong and fast memory.

First of all, we need to distinguish four types of memory that are unique to each person. These types are:

Quick to remember, quick to forget;

Slow remembering, slow forgetting;

Fast remembering, slow forgetting;

Types of slow recall and rapid recollection [4; P 81].

In teaching, every educator must first distinguish between which of the above types of student memory. The best of these types is "fast remembering and slow forgetting", and the weakest is "slow remembering and fast forgetting". Pupils and students with a good memory type spend less time acquiring knowledge. Psychologists, as counselors, should explain to teachers that such pupils and students should consciously master the basics of science based on a type of logical memory. Pupils and students with poor memory type should follow a number of psychological recommendations in order to effectively absorb knowledge and keep it in their memory. We'll see them below.

Observations in life show that special scientific experiments show that the quality of memory depends on: its speed, completeness, accuracy and precision, first of all, the state of the nervous system, types of memory, a person's positive attitude to the material and the special mnemonic used for memory [2; P 127].

The success of memorization also depends to a large extent on a person's positive attitude toward the material being remembered or the activities associated with that material. This attitude is expressed in the form of curiosity, attention. Curiosity is one of the first conditions for successful recollection. What you are interested in will be remembered faster and stronger. At school, some

educators attribute students' passivity in learning subjects to poor memory. In fact, when these students are asked to tell what they saw after watching a cartoon or movie that they liked and found interesting, they acted out the film and told it in a figurative way. Because the movies they watch are interesting to them, and the poorly organized lessons are boring. A lesson organized without taking into account interests and desires does not give the expected result. Therefore, in order to keep the learning material in the memory of students, the educational process should be organized in such a way that each subject should be of interest to students, and knowledge of this subject should become the goal of the student.

Students' memory also depends on their level of literacy. Literacy is the sum of a person's intellectual qualities, which means the activation of features of thinking activity that play a role in the successful assimilation of material in all equal conditions. As a result, students with a high level of literacy will be able to acquire the necessary knowledge independently, quickly and deeply. [5; P 145].

Attention is a necessary condition for maintaining a strong memory. The more intensely the attention is on the material to be memorized, the faster and more accurate it will be remembered [1; P 128]. Often when some students' complaints of poor memory, inability to remember quickly and accurately, are analyzed, it is clear that the reason for their inability to remember well is their lack of attention, scattering, and weakness. In order for such students to focus and work diligently, it is advisable to use the following exercises: to get used to teaching in a quiet place so that they can read and master the material that is difficult to attract their attention; when copying text on paper, someone have to read the sentence as long as possible and then try to write correctly what remember without looking back at the text in notebook or computer.

It is also important to note that the more sensory organs involved in perceiving the material, the faster and more accurate the material will be remembered. Examples include listening, writing, visualizing a text or image, reading words aloud, and putting them into practice as students learn.

The use of various cognitive methods also contributes to better memorization of the material. For example, a philology teacher can copy words and phrases several times to memorize words and phrases in their own language, poetry, scientific definitions, terms, etc., and also read the written words aloud. Practicing Reading Requirements will help students memorize this material faster and more accurately.

One of the most important conditions that affect the accuracy of memorization is repetition. To make the material memorable, you need to read the information in its entirety and distribute it in a way that is easy to memorize. It is a good idea to break it down into parts and repeat them over a period of time, paying attention to the completeness and completeness of the content. The more repetitions you make while understanding the meaning of the material, the better the information will be stored in memory. The phrases of the reciters of the Qur'an, such as "If you repeat it forty times, it will remain", "If you repeat it a hundred times, it will be forgotten", and "If you repeat it a thousand times, it will become property", also emphasize the importance of repetition in memorizing information [3; P 99].

Memory data can be divided into mechanical and logical types. Blind memorization by dry repetition without understanding the meaning of the material is called mechanical memory. Understanding and memorizing the meaning of material is called logical memory. Mechanically assimilated information is quickly erased from memory because the meaning is not understood. Information that is logically memorized is stored in the memory for a long time because it is

mastered by the individual through synthesis and analysis. Therefore, educators need to keep in mind the importance of logical memorization in the educational process.

Mechanical memorization is not a completely useless learning activity. This method should not be used when assimilating information that only needs to be analyzed. The use of definitions, dates, symbols, and foreign terms used in education is done through the process of mechanical memorization. The use of mechanical memory in such activities is a somewhat effective method.

The field of mnemonics (the methods used to store information in memory through convenient and effective methods) is the study of the ability to memorize information in memory using the various methods mentioned above. The special methods developed in the science of mnemonics are of scientific and practical importance, and educators' awareness of such knowledge helps students to memorize the necessary information in science textbooks with less effort and in an easier way.

The acquisition of information based on mnemonic methods requires consideration of various associative laws. The connection that is formed in the brain between images of two or more things and events that are perceived one after the other at the same time and place is called an associative connection or association. An association is a connection that arises between psychological products under certain conditions. The connection of perceptions in the human mind with previous life experiences, and the specific perceptions that emerge in the mind as a result of these connections, form other perceptions that are related to it in terms of similarities, approaches, and contradictions. An association is based on past experience and reflects the objective relationship of things and events. The manifestation of one mental process creates a second (related to the previous) mental process through association [6; P 1].

Everyone can use many mnemonic methods based on their life experience. An example of this is the mnemonic method used by the famous scientist Albert Einstein: Einstein met a friend and said at the end of the conversation, "Please call me today, I have something important to say". Then his friend says, "It's just a little harder to remember your phone number", to which Einstein replies, "24361 What's so hard about that? Twice 12 and 19's square" [3; P 99].

For students who have difficulty remembering multi-digit numbers, science teachers who work more with numbers will teach students how to remember by associating them with such a logical meaning, which will help students to master the tasks more effectively.

The next mnemonic style is related to the composition of the Holy Qur'an. To find out how many surahs of the Qur'an were revealed in Mecca or how many surahs were revealed in Medina, it is possible to answer these questions quickly by using the following arithmetic method. "It is known that the longest surah in the Qur'an is Surat al-Baqara. It consists of 286 verses. This (286) is a three-digit number, and if we take the number 2 in front of it, the number 86 remains, and this is the number of suras revealed in Mecca. If we take the number 6 at the end of the number 286, we get 28, which is the number of surahs revealed in Madinah. If we add the numbers 86 and 28 together, we get 114, and this is the total number of suras in the Holy Qur'an" [4; P 88].

Trying to memorize numbers in the Qur'an, which has a complex structure, requires a lot of effort and constant repetition. However, it is much easier to remember with the above logical law. The fact that educators also know the options for solving complex problems in their work on the basis of such logical laws significantly increases the rate of mastery of students [4; P 89].

Note that methods like the examples above can be found in all aspects of our lives. Knowing them will make our job much easier, no matter what profession we are in. To acquire this skill, we need

to know about mnemonic techniques that serve to make effective use of memory, or to pay attention to events that make sense in our lives.

In conclusion, we recommend competent educators to use the following memory resources to ensure that they have a solid memory of the necessary information about science:

- be able to arouse students' interest in the material to be mastered;
- adequate attention to the material;
- learners use and use as many sensory organs as possible in the process of learning the material;
- repeat the content of the material to be mastered with understanding;
- teach students the rules of mastering the material based on special mnemonic methods to memorize the material.

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