

Methods of Forming Perfect Memory in School Students

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Abstract. Pedagogue B. Rudenko said that mnemonics is the key to this puzzle. Solving these puzzles is the task of skilled pedagogues. The article examines the search and application of effective methods of memorizing historical vocabulary based on methods of memory enhancement and personality development approaches within the framework of modern mnemonics. In particular, all the methods used in the article are valuable for their novelty. Because today, New Pedagogues of New Uzbekistan are required to conduct teaching processes using new methods.

Key words. Association, speaker, Mnemonics, technique, visual, abstract objects, Globe, kinesthetic representation, semantic expressions, Roman legion, inductive, deductive, Grouping techniques, Chains, Stories, Abbreviations, Letter code.

Under the leadership of President Shavkat Mirziyoyev, the main goal was to create the foundations of a new Renaissance, that is, the Third Renaissance in Uzbekistan. As the head of our state noted, "We are raising the issue of the Third Renaissance as a strategic task and raising it to the level of a national idea." Because the rich scientific and spiritual heritage left to us by these great-grandfathers is the foundation of the 3rd RENAISSANCE for today's young generations. The greatest success of education is educating a knowledgeable student and training a modern staff. It is known to us that the ancient Greeks used such properties as the interaction of associations with the total human memory, the ability to identify and fix all kinds of connections between objects, and they used them effectively. After all, the reason why great orators such as Cicero, Herodotus, Hippocrates, and Solon became famous among the people is their associated memories. In ordinary life, we often do not pay attention to the process of memorization, but researchers have scientifically proven: something that is closely related to one or another object of life is remembered, and only things that do not form strong associative connections do not remain in human memory, they are forgotten.

Mnemonic techniques, exercises and techniques Mnemonics have various techniques and techniques that help to create associative chains with information.

"Mnemonics is a collection of techniques that facilitate the memorization of as many information and facts as possible; based mainly on the laws of association." The formation of associations is an interesting process of replacing abstract objects and facts (for example, vocabulary in a foreign language) with concepts and concepts that have a visual, auditory or kinesthetic image, that is, these objects are present in memory. is the process of "linking" with existing data, various types of modifications.

The main problem in schools is the ineffectiveness of the results of teaching their students. Therefore, it is important to pay attention to the level of memory development. The main activity processes of the teacher in the lesson should help to develop children's memory. Only students who have developed internal motivation solve problems independently. V. F. Shatalov

The most practiced knowledge process is Memory.

What can be done to improve memory?

The main condition is physical exercises, performing them on time.

According to L. V. Cheremoshkina, the starting point of memory development is situations created by the teacher in the classroom, in which the student becomes aware of the problem of memorization, that is, he understands the contradictions between the need to remember something and the difficulties in memorizing. The second condition, which should happen more often in the lesson than the first, is to invent different methods with children, to memorize. Another effective

way to strengthen memory is mnemonics. Today, this technique is popular all over the world. Researchers such as Kozarenko V. A., Trapakova O. B., Cheremoshkina L. V., conducted studies on easier and more convenient techniques of this method.

What are the methods of mnemonics?

These are visualization, sound associations, kinesthetic representation, modifications, associations and simplifications. They allow you to remember information and "remove" it from the memory store at the right time. The most effective methods are chains, abbreviations or abbreviations, stories, semantic phrase formation, letter code and spatial reference. Now let's discuss what each of these required methods is based on:

Chains. The method allows you to remember a list of data by connecting images in a row. If you want to explain the topic of the history of the globe

You organize a lesson on a trip to the early Middle Ages, in which you embody Beruni and Ulugbek as a 9-10-year-old boy, and you can even discuss them kicking a ball with a picture of a map. Do not interrupt the sequence of reality. Give free rein to the imagination and super-historicize.

Stories. One of the very creative methods that are interesting and very interesting for children. In this case, our story is to create a creative story based on words that are very funny and interesting, that should be remembered. Of course, let your story be seen in the scenes of famous Russian cathedrals, Egyptian pyramids, Roman legion, battle on ice. Create stories based on historical facts about your topic, i.e. your current topic.

Abbreviations. To remember information, think of phrases where the first letters of the words correspond to the first letters of the memorized terms. Form semantic expressions from the initial letters of memorized information. We do not always use this method, for example: BMT (United Nations Organization), CSPU (Chirchik State Pedagogical University)

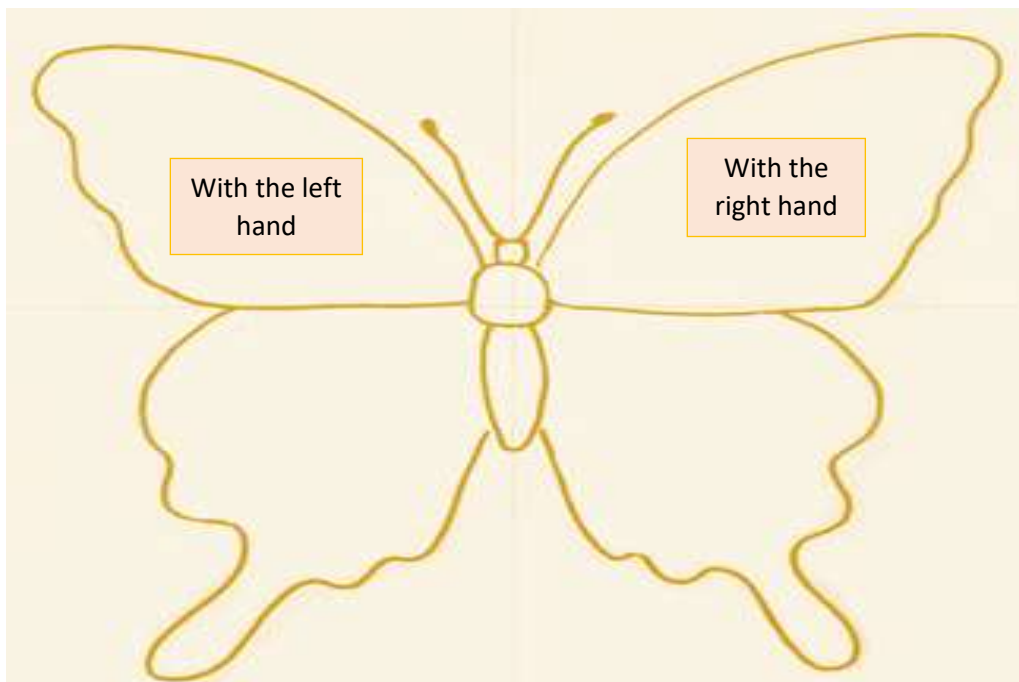
Letter code. Years or dates are translated into a letter code, according to which a visual association is selected. For example, if you need to remember a number combination, assign a letter to each number: 1 – P(az), 7 – S(em) and so on. To remember the number 17, use two letters "R" and "S", create a word RaSm (photograph).

Spatial reference. This method is often used by teachers and lecturers. The speaker "connects" individual points of the plan with familiar room items. Remembering the room and mandatory places in the correct order, the speaker can easily move from one thesis to another without forgetting the important thing. This mnemonic technique is often called the Cicero method or "memory palace". Its main aspect is to remember the part of the room that is important for the memory palace and to correctly apply the association.

When using the grouping technique, it is necessary to divide the material into groups based on some basis. This method develops the following skills: identifying concepts, creating generalizations, placing analogies, independently choosing the basis and criteria for classification, establishing cause-and-effect relationships, logical thinking, drawing conclusions (inductive, deductive, analogy by) and drawing conclusions, combining objects and events into groups according to certain signs, comparing, classifying thoughts and events, generalizing, distinguishing two or more objects or hoodisas with a common sign and their o consists of explanations of similarity.

In order to develop memory in history lessons, the following tasks can be given through the grouping method: dividing the rulers into the following groups: rulers of the 15th century (Shahruhmirza, Mirza Ulug'bek, Abu Saidmirza), rulers of the 16th century (Baburmirza, H. Baiqaro, Shaibani Khan, Ismail Safafi), the rulers of the 17th century (Imam Qulikhan, Aurangzeb, Shahjahan, Oliver Cromwell), after which the students take the names of the rulers and call each other by this name, each ruler, the student reads the line named after the centuries they try In the next lesson, they will sit in the same rows and share their knowledge about the actions and reforms of the rulers. Thus, the use of this technique develops logical and visual memory, expands their impressions, helps to form logical thinking. The use of grouping and schematization methods in history lessons allows to remember and reproduce information correctly and sequentially, to draw the causes and conclusions of processes. There is another aspect that the above mentioned methods are used taking into account the content of the subjects, it is not permissible to use these methods in all subjects.

Another useful way to improve memory is to do the hand exercise. It is necessary to exercise the right hand for people with disabilities, and to use the left hand for people with disabilities. By performing such exercises, the functions of the brain will increase, and the memory will be restored more firmly. Due to this process, human memory is strengthened.



Let's talk about other ways to remember historical dates and events. A set of cards. First of all, we will create images "Ancient Egyptian Gods". In the process of explaining a new topic and when asking for homework in the classroom, students remember to answer by looking at pictures, this method increases the ability to remember. This method is also very useful in higher education because there are a lot of Egyptian gods and students can get distracted, and because this method develops memory and memory, students can give short and precise answers.

Education can be divided into two forms of knowledge: declarative and procedural. Declarative information includes the recall and storage of conscious facts, episodes, and lists, typically associated with the medial temporal lobe and hippocampal systems, as it encodes semantic and episodic information about events. includes.

Procedural knowledge works separately from this system because it relies primarily on the motor areas of the brain. The tacit nature of procedural knowledge allows it to exist outside of conscious awareness of its existence. Both processes have a positive effect on human memory. Of course, lectures, texts, years, and terms in history classes are not excluded.

It is a mistake to think that strengthening memory and, more precisely, forming historical memory requires a lot of responsibility, we just need to work systematically and orderly.

We need to use the information you received. Another way to strengthen memory is the "Tomato" method. This method was also called Cherry. It is especially used to remember large texts. It is advisable to take a break of 5-10 minutes after reading the text. We need to take a break every 5-10 minutes so that the information we read is well preserved in our memory. We need to distract ourselves with some other activities until the information we received during the break is stored in our memory. Later, we will continue again and the effect of reading lectures and texts in this way will be significant.

It is important to make a conscious effort to determine whether the memory is strongly developed and to "speak" with the memory in a comfortable language. Which type of memory is dominant is often reflected in school performance. A number of ways to strengthen memory help to increase this indicator.

In conclusion, it should be said that this article tried to reveal the mnemonic features as much as possible and to share with the students the methods of their use. If these methods are used in the

lessons and the lessons are conducted correctly, there is no need to monitor the students' knowledge. Mnemonic methods always strengthen students' self-confidence and help them to be persistent and courageous. Memory is an important concept, and the need to strengthen it and direct it correctly is an effective process. We believe that the above mentioned methods are the prelude and foundation of this.

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