

The educational value of the laws of memory and forgetfulness

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Annotation: The article explains the laws and educational significance of memory and forgetfulness.

Basic concepts: memory, dynamic memory, static memory, familiarity, memory, interest, need, forgetfulness.

Effective retention of acquired knowledge is a characteristic of memory, and it is important to take into account the laws of memorization and forgetting when working with information. Memory has its rules as a memory process. Memory is divided into dynamic and static types. Dynamic memory is stored in RAM, while static memory is stored in long-term memory. In dynamic memory, the material changes little, while in static, on the contrary, it certainly changes and undergoes a certain regeneration. Recovery is characterized by a variety of conditions, such as the loss of less important parts and their replacement with other parts, changes in the consistency of the material, and its degree of generalization. Data retrieval is performed using memory and recognition processes. Remembering is the use of material in memory in subsequent activities. The physiological basis of memory is the restoration of previously formed neural connections in the perception of bodies and movements. Remembering can be intentional (involuntary) or purposeful (voluntary). In the first case, the memory comes to us unexpectedly. For example, as we walk past our educational institution, we may involuntarily display images of a teacher or peer who teaches us. In voluntary recollection, we remember with a conscious purpose. This is the case when we are trying to recall an event from a past experience, such as a poem that we remember well. There are also different types of recollection: real recollection, recollection, familiarity. The goal of recollection is to achieve intermediate goals that allow you to solve a major problem. For example, in order to remember an event, we try to remember the facts that are related to it to one degree or another. In this case, the use of intermediate chains is a conscious feature. Remembering is also a voluntary process[2].

Familiarity with an object occurs in the perception of it, and the perception of an object formed on the basis of human perceptions of the object, its personal impressions (memory perceptions) or verbal description (imagination) indicates that it is happening. Familiarity is based on the searchable characters that we have described before. Recognition processes vary in their level of definition. When we feel familiar with an object, but do not feel like we have in the past, the level of familiarity becomes less. For example, we can't remember who a person whose facial features seem to be familiar with and in what situations we might encounter them. In such cases, the acquaintance is not identified. In other cases, the acquaintance is not fully defined: we immediately recognize the person as a certain person. So, these situations are very familiar.

There are many types of dating, but there are also many types of dating. For example, first-time perceptions sometimes seem familiar, as if they had happened before. It is important to note that the processes of recognition and recollection, which are not always equally effective, are very interesting. Sometimes we can recognize an object, but we can't remember without it. The opposite is also true: we can't explain what our imaginations are all about. For example, we are always "followed" by a melody, but we can't tell where it came from. The degree to which memorized material is forgotten depends in many ways on how rich and fresh the content of the material realized after that material is. If there is a deep connection between previously memorized material and later memorized material, the previously memorized material will be easier to

remember and will not be forgotten sooner rather than later. For example, a person who understands the knowledge of a certain hour in a systematic way and in its meaning, usually partially forgets this knowledge and forgets it after a long time. The more knowledge a person acquires in a field, the more thorough that knowledge becomes, and the less it is forgotten, and the more it is gradually forgotten.

Whether or not a material is quickly forgotten also depends on whether the material is put into practice. When what is learned is put into practice, and then repeated, it is quickly forgotten or never forgotten. We don't forget our mother tongue because we always speak it. We also remember the knowledge, skills and abilities that are relevant to our profession, because we always use them. And conversely, if we do not use the acquired knowledge and skills in our life experience, we will quickly forget these knowledge and skills. If we don't speak our mother tongue for a long time or give up our profession, we will even forget the words in our mother tongue and the knowledge and skills related to the profession. Whether or not a memorable material is quickly forgotten also depends on how stable the interest in the material is. One actively focuses on what is interesting, thinks about it more, remembers it more. Therefore, if the interest in something is still there, it will not be forgotten, or will be forgotten after a long time, and if the desire is lost, the material will be quickly forgotten. For example, if a person has been interested in history for a long time and has some knowledge in this field, then this knowledge will not be forgotten immediately, but will be gradually forgotten[1].

What we have lost our relevance and value to will soon be forgotten. The neurophysiological basis of this type of forgetfulness is internal (or conditional) inhibition, that is, the loss (extinction) of temporary connections that are not strengthened by practical stimuli. Forgetfulness depends on the state of the nervous system. Forgetfulness can sometimes be exacerbated by fatigue or a weakened nervous system after an illness. What we remember will be forgotten to some extent over time. Therefore, it is important to prevent forgetfulness, to fight against forgetfulness, especially in the process of reading. To do this, you need to review the material from time to time. The material to be memorized must then be combined with the knowledge gained, the knowledge gained with practice, and everyone has a stable and diverse interest in learning what is necessary and valuable. , the lust must grow.

Forgetting is a memory process that is characterized by the inability to recover previously perceived information. The physiological basis of forgetfulness is some type of cortical inhibition that interferes with the timeliness of temporal nerve connections. It usually consists of a fading brake that develops without reinforcement. There are two main forms of forgetfulness: a) when there is no opportunity to remember or know; b) manifests itself in incorrect memory or acquaintance. There are different levels of memory and familiarity between full memory and complete forgetfulness. Some researchers call them "memory levels." Such levels include: a) memory; b) recognizable memory; c) relieving memory. For example, a student memorizes a poem. If after a while he can recite it by mistake - this is the highest, first level of memory, if the reader cannot tell what he has memorized, but can easily recognize the poem by the book or by hearing it - this is the second level of memory ; if the student cannot remember the poem independently, cannot recognize it, but is able to do it in less time than the first time he memorizes it, it is the third degree. Thus, the degree of expression may vary. Forgetting is characterized by the removal of specific, sometimes important, parts of the material in the drawing, bringing new ideas to the usual, previous ones[2].

Forgetting is the study of a number of different forms of expression, including situations in which a person cannot remember at the same time, but recalls or recognizes after a period of time. Recalling material over time is called reminiscence. The essence of reminiscence is that a day or two after the perception of material that we cannot fully remember, the material is filled with facts and concepts that were not observed in the first recollection. This phenomenon is often observed in the recollection of large volumes of material, which leads to fatigue of nerve cells. Reminiscence is more common in preschool and primary school children, and in some cases in adults. Other forms of forgetfulness are erroneous recollection and familiarity. It is a well-known fact that over time, what is perceived in the memory loses its brightness and clarity, becomes discolored and indistinct. But the change in previously perceived material may have another feature, in that forgetting is not the loss of clarity, but the fact that what is remembered does not correspond to what is actually perceived. In doing so, we remember other things than those that exist in reality, because in the process of forgetting, the material that has been perceived to one degree or another can be deeply restructured, its quality reworked. An example of a rework is an incorrect recall of a sequence of events over time.

Factors that affect the rate of forgetfulness are well known today. Similarly, if a person does not understand the material well, it will be easier to forget. Also, if the material is not interesting to the person and is not related to his practical needs, forgetting will happen so quickly. The speed of forgetting also depends on the size of the material and the level of difficulty in absorbing it: the larger the amount of material, or the harder it is to comprehend, the faster the forgetting will occur. Another factor that affects the speed of the forgetting process is the negative impact of the previous activity - proactive braking, and the negative impact of the subsequent activity - retroactive braking. Retroactive braking is more accurate if the activity is performed without breaks or if the next activity is similar to the previous activity, as well as if the next activity is more difficult than the previous one. This law should be taken into account in the organization of school activities. Another important factor that speeds up the process of forgetting is age. As you grow older, your memory functions become more complex. Similarly, the harder the material is remembered, the faster the forgetfulness increases[3].

Forgetfulness also occurs more quickly in various diseases of the nervous system, severe mental and mechanical injuries, mental and physical fatigue, under the influence of external stimuli. Memory disorders include amnesia (memory loss), retrograde amnesia (memory loss from a pre-disease event), and anterograde amnesia (memory loss from a post-disease event). Excessive fatigue can lead to paramnesia, a memory disorder. Mistakes in remembering words are called contamination. In short, the material we read does not necessarily retain the same content and form as it did when we remembered it. But many things, such as habitual action, multiplication tables, various definitions of mathematics and grammar, poems, phone numbers, and so on, can remain exactly in our memory without changing their content and form. But many things are not exactly remembered. Since it is impossible to recall all the material in a complete and accurate way, it cannot be concluded that this material will not be remembered. The material being memorized is reconstructed and reconstructed in the process of memorizing and memorizing it. Reconstruction is often the result of the active work of our thinking about the product of memory. Memory is valuable only when the material left in the memory is "developed" in the mind of the person and becomes the person's own treasure.

List of used literature

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