

DEVELOPMENT OF MEMORY AND IMAGINATION IN CHILDREN

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Abstract: This article explores the formation and developmental stages of memory in children from a scientific and theoretical perspective. The authors describe different types of memory — involuntary and voluntary, short-term and long-term — and their age-related characteristics. Special attention is given to factors influencing memory development, as well as an analysis of educational and didactic methods. The article may be useful for gaining a deeper understanding of preschool children's psychological development and for applying effective approaches in the educational process.

ANNOTATSIYA: Ushbu maqolada bolalarda xotiraning shakllanishi va rivojlanish bosqichlari ilmiy-nazariy asosda yoritilgan. Mualliflar xotiraning turlari — ixtiyorsiz va ixtiyoriy xotira, qisqa muddatli va uzoq muddatli xotiraning farqlari, ularning yoshga bogʻliq oʻzgarishlari haqida maʼlumot beradi. Shuningdek, xotirani rivojlantirishga taʼsir etuvchi omillar, tarbiyaviy va didaktik metodlar tahlil qilingan. Maqola maktabgacha yoshdagi bolalarning psixologik rivojlanishini chuqurroq anglash, taʼlim jarayonida samarali yondashuvlarni belgilashda foydali boʻlishi mumkin.

Аннотация: В данной статье рассматриваются формирование и этапы развития памяти у детей с научно-теоретической точки зрения. Авторы описывают виды памяти — произвольную и произвольную, краткосрочную и долгосрочную, а также их возрастные особенности. Особое внимание уделяется факторам, влияющим на развитие памяти, и анализируются педагогические и дидактические методы. Статья может быть полезной для более глубокого понимания психологического развития детей дошкольного возраста и эффективного подхода в образовательном процессе.

Kalit soʻzlar: xotira, bolalar psixologiyasi, ixtiyoriy xotira, ixtiyorsiz xotira, qisqa muddatli xotira, uzoq muddatli xotira, kognitiv rivojlanish, maktabgacha taʼlim, psixik jarayonlar, rivojlanish bosqichlari, taʼlim metodlari.

Ключевые слова: память, детская психология, произвольная память, произвольная память, кратковременная память, долговременная память, когнитивное развитие, дошкольное образование, психические процессы, этапы развития, образовательные методы.

Keywords: memory, child psychology, voluntary memory, involuntary memory, short-term memory, long-term memory, cognitive development, preschool education, mental processes, stages of development, educational methods.

Memory is one of the most important mental processes in the human mind. It is a complex system associated with remembering, storing, and, when necessary, recalling or forgetting information related

to any of our experiences. Memory ensures that experiences, perceived events and incidents in our minds do not disappear without a trace. Objects and phenomena in the environment are stored in the brain in the form of images and are restored in our minds when necessary.

When remembering information, a person strives to keep it exactly as it is. However, over time, some details change. In some cases, the necessary information may not enter our memory. Therefore, the development of memory is important in human activity, especially in scientific and professional fields. The strength of memory depends on various factors: a person's mood, attitude to activity, will, finality of action, personal interest, and other psychological factors.

There are also physiological foundations of memory. External and internal stimuli affect the neural connections in the brain, which in turn ensure the preservation and revival of information. If the stimulating events are repeated, the neural connections are strengthened. Otherwise, they fade away and the information is forgotten.

Another important process of consciousness formed on the basis of memory is imagination. Imagination is the process of restoring images of previously perceived objects in our minds or creating new images. Imagination is of two types: memory imagination and imaginative imagination. While memory imagination is based on remembering previously perceived objects, imaginative imagination includes images that have not been perceived before, but are created on the basis of knowledge and experience.

The level of imagination depends on a person's attention, intuition and emotional state, and their accuracy, completeness and clarity change accordingly. For example, artists have more visual imagination, and musicians have more auditory imagination. The types of imagination are as follows: vision, hearing, smell, taste, movement and cognitive imagination. Child psychology studies important stages of human development. Memory and imagination play a key role in the mental development of a child. These two processes are decisive factors in the child's acquisition of knowledge, development of speech and thinking, and formation as a person.

Memory and its uniqueness in the psyche of children

Memory is the process by which a child remembers the information he has received, if necessary, recalls it or forgets it. In children, memory is initially figurative, and they tend to remember more vivid and specific situations. Therefore, it is recommended to use variety, vivid images and moving techniques in lessons and activities for preschool children, the child's memory is changeable, it is closely related to constant repetition, interest and emotional mood. That is, the child remembers information that interests him and affects him faster. Therefore, an individual approach and emotional environment play an important role in the pedagogical process.

Imagination and its formation

Imagination is the child's re-creation in his mind of what he has previously seen, heard or felt. It is divided into two types: memory imagination (the embodiment of previously perceived objects in the mind) and imaginative imagination (imagining new, previously unseen images). In children, imaginative imagination is especially strong, which indicates their creative potential.

Psychodiagnostic examinations determine how clear, vivid and meaningful the child's imagination is. For example, what images the child creates when performing visual tasks, their content and order are determined. This makes it possible to assess the child's general level of mental development.

Education of memory and imagination. Education of memory and imagination is important in the development of the child's psyche. The book emphasizes that the following factors influence this:

the child's attitude to the activity;

the content and impact of the material being studied;

emotional state and level of attention;

repetition and practice techniques.

Also, children's imagination can be developed through games, drawing, storytelling and discussion. Psychologists aim to strengthen not only the child's memory, but also his creative thinking with the help of these methods.

In conclusion, memory and imagination are the main elements of the human mind, which create the basis for many of our activities, such as obtaining knowledge, remembering, thinking and creating. By studying them in depth, one can discover the limitless possibilities of human thinking and mental potential.

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