

DEVELOP THE SECRETS OF FORMING A PERFECT MEMORY AND REMEMBERING IN EDUCATION

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Abstract:

This article will highlight the methods of using mnemotechnical methods in the organization of educational processes in the higher education system and the formation of perfect memory in itself. A number of techniques and techniques of different methods have been touched upon in creating perfect memory. The memory reveals the process of constant memory of historical data, their analysis by historical events and phenomena, persons and deadlines. Qualitative education, interventional educational tools and individual educational technologies are important in the development of memory skills and in the expansion of the field of teaching in the historical sciences processes, the listener and the ways to eliminate the problems associated with the existing memory on the scientific view, and techniques reflected.

Keywords: innovative, interactive, cognitive, philosopher, philosophical, classical experience, mnemonics, Melon culture, trend, visual, mnemotechnics.

TA'LIMDA MUKAMMAL XOTIRANI SHAKLLANTIRISH VA ESLAB QOLISH SIRLARINI ISHLAB CHIQISH

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Annotatsiya

Ushbu maqolada oliy ta'lim tizimida ta'lim jarayonlarini tashkil etishda mnemotexnik usullardan foydalanish va o'zida mukammal xotira shakllantirish usullarini yoritib beradi. Mukammal xotirani yaratishda usul va turli usul taexnikalariga bir qator to'xtalib o'tilgan. Xotirada tarixiy ma'lumotlarni doimiy eslab qolish, ularni tarixiy voqea va hodisalar, shaxslar va muddatlar bo'yicha tahlil qilish jarayonari ochib berilgan. Sifatli ta'lim, intervaol ta'lim vositalari va individual ta'lim texnologiyalari xotira ko'nikmasini rivojlantirishdagi o'rni va tarix fanlarining o'qitish sohasini kengaytirishda muhim ahamiyatga ega bo'lgan jarayonlar, tinglovchi va ularda mavjud xotira bilan bog'liq muammolarni bartaraf etish yo'llari ustida ilmiy qarashva texnikalar aks etirildi.



Kalit so'zlar: innovatsion, Interaktiv, kognitiv, filosof, falsafiy, klassik tajriba, mnemonika, Qovunchi madaniyati, tendentsiya, visual, mnemotexnika.

Аннотация. В данной статье будут освещены способы использования мнемотехнических приемов при организации учебных процессов в системе высшего образования и формирования у себя отличной памяти. Был сделан ряд акцентов на методе и различных методических приемах создания идеальной памяти. В памяти раскрыты процессы постоянного запоминания исторической информации, анализа ее по историческим событиям и явлениям, лицам и временным рамкам. Качественное обучение, роль инструментов интервального обучения и индивидуальных образовательных технологий в развитии навыков памяти и процессов, имеющих важное значение для расширения области преподавания исторических дисциплин, научное видение слушателя и способов преодоления имеющихся у него проблем с памятью, и методы были отражены.

Ключевые слова: инновационный, интерактивный, познавательный, философ, философский, классический опыт, мнемоника, культура дыни, тренд, визуальный, мнемотехника.

Introduction

In modern education, the professional skills of future teachers, their modern knowledge of modern education and innovative technologies, modern knowledge of mastering advanced foreign experiences, under the framework of systematic reforms aimed at ensuring the quality of teaching in educational institutions Development of knowledge and skills is one of the urgent tasks. President Sh.M. In the words of Mirziyoyev, "We consider it our first level task to improve the activities of all links of the education and training system based on the requirements of today's times".[1] Due to the importance of modernizing the process of training pedagogues in our country, improving the content of education and the quality of teaching based on modern development trends in the field, advanced foreign experiences and innovative approaches, it has risen to the level of state policy. In addition, Mnemonic, that is, strengthening memory, has a special place in any teaching method. because history has a lot of information to remember. Here we need minemonics. Increasing students' interest through interactive methods, creating an understanding of that period, the teaching process through innovative methods is a requirement of the present time, in which memory plays an important and main role.

LITERATURE ANALYSIS

The history of mnemonics dates back to the 4th century BC, and many studies have been conducted in this field. All significant experimental research on mnemonics has been conducted since 1965 [2]. Many have worked in the field of mnemonics and tried to include it in the teaching system. A.A. Vagin [3] believed that the formation of an imagination



among students is one of the important stages and explained that various methods can be used in the formation of an imagination. V.A. Kozarenko [4], L.S. Rubinstein [5], Barbara Oakley [6], M.V. Eisensk [7], V.V. Vygotsky [8] created memory schools. S.A. Garibyan used in practice the superactivation of memory by reviving emotions.

"History is undoubtedly a collection of facts that occupy the most important place in people's memory. But the events of the past, read in books, studied and memorized in schools, are selected, compared and classified according to needs or rules that are irrelevant to the circles that have long preserved their living memory. The point is that history usually begins when tradition ends, when social memory fades or disintegrates. As long as the memory continues to exist, it does not need to be recorded in writing, and indeed needs to be fixed in some way. Therefore, the need to write the history of a certain period, society and even a person arises when they have already returned to the past, we do not have the opportunity to find many witnesses around us who retain any memory of them"[9] from this quote it seems that the author anticipated the Postmodern "speech" theory: behind the "objectivity" of the science of history, he sees a set of "needs and rules" that determine the content of written history. Although science still seeks to preserve the image of the past preserved in collective memory, "it preserves only what interests our society"[10]. In their time, these words are the basis for strengthening mnemonics and memory, and striving for perfect memory, not only in our time. Mnemonic methods are very useful for this. Mnemonics are based on a few simple principles. If the memorization is done in the visual analyzer system, the memorization process can be consciously controlled. Committing images to memory is done by the simple mental operation of "combining images". Limited encoding methods are used to quickly convert any data into an image. The duration of information storage in memory depends on the frequency of activation of the remembered information. If necessary, this information in visual images can be transferred to the level of reflex (automatic) recall. In this case, memorized information is recalled very quickly and is freed from auxiliary visual images.

Rhythm method - songs we hear are usually remembered more than books we read. Because they have some kind of rhythm and rhyme. When learning English, children use "ABC" music to memorize the alphabet, and with this music, it is easy to memorize the alphabet and they will not go astray. We can even see that this music is memorized by adults. For example, many advertisements use rhyme to praise a product. For example, let's take an example from history:

The revolution took place in February and October.

Provisional government came in Russia,

The Bolsheviks won.

Chauvinism has increased in the country.

Through this rhyme we can learn what revolutions happened in Russia and what government came, the victory of Bolsheviks and the spread of chauvinism by Bolsheviks.

Often we can use a song to make it memorable. With the following rhythmic poem you



can remember which month has 30 days and which month has 31 days and we make music by rhyming. "There are 30 days in September, April, June, November" Through this rhyme, we easily remember and do not use the calendar.

DISCUSSION AND RESULTS

The amount of information that can be remembered using mnemonic methods is limited by the low memorization speed (the standard for memorizing one image is 6 seconds) and the fatigue that occurs during the memorization process. However, practice shows that this speed was not enough to remember information encountered in the educational process and everyday life, since mnemonics are designed to remember specific information. Therefore, the more complex and voluminous the information, the easier it is to remember it using mnemonic techniques.

During the learning process, a person develops memorization skills, without which mnemonic methods work very slowly. For example, the technique of memorizing foreign words is very simple, but only on the condition that a person reliably owns the basic methods of encoding information into images and forms connections between images quickly and reliably.

Memorization can be defined as a memory process, as a result of which new information can be strengthened by associating it with previously acquired information.

A simple connection of events (pictures and numbers) does not give clear results of memorization by itself. What matters is what one does with the material. At the same time, the same external conditions of activity do not lead to exactly the same results of memorization in different people, because these conditions are always broken by a person's past experience, his individual characteristics [11]. At the same time, it is important to associate each process with its own signs and characteristics.

Memorized information is linked by associative links to a sequence of selected supporting images. Visuals should be simple and clear. It is important that supporting images are unique and not duplicated. In an informative association, all images included in it should always be clearly visible. You cannot hide one image after another or imagine one image inside another. For example, you have to memorize the word "Melon culture" and "Uzbeks" and for this you see people who speak Uzbek and wear Uzbek national clothes growing melons in a big field and you go and ask them for melons. You imagine that they give you a melon and you slice it. It keeps getting connected and the words "Kovunchi culture" and "Uzbeks" are clearly remembered in the brain. In this way, you can create a story and get it in sequence. Although this method has some conveniences, it is dangerous and requires attention to every part. As I said above, if one piece of information is forgotten, there is a high probability that another piece of information will also come out. The good thing about this method is that you can remember a lot of information, and once you remember one information, the rest will follow. Therefore, the method of associations is effective for your use.



Through such methods of association, we store existing information in our memory for a long time. great philosopher geniuses such as Aristotle, Plato, J. Bruno used these methods, their perfection increased.

The consistency of memorization is provided by the paradigmatic connections established in the human mind and is controlled by the degree to which lexical units are recalled from memory and used together with other units. [12]

CONCLUSIONS

Do you know that the world we live in is made up of information, everything is numbers, people, processes, I can go on and on, the only way to remember so many things is to keep them in our memory by connecting them visually or by association.

By using these techniques and principles, students develop memorization skills and learning becomes more effective.

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