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Research Article

PSYCHOLOGICAL FACTORS IN THE DEVELOPMENT OF MEMORY IN PRESCHOOL CHILDREN

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ABSTRACT

The article deals with the development of memory in preschool children. Analyzed the importance of such methods of psychological influence, which contribute to the activation and make any activity in them interesting. Also considered the issues of the child's desire to remember, and such his abilities should be encouraged in every possible way, which is the key to the successful development of not only memory.

KEYWORDS

Memory, consciousness, cognitive process, remembering.

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INTRODUCTION

Memory is one of the necessary conditions for the development of intellectual abilities. Today there are more and more children with bright general intellectual development, and their ability to comprehend the complex modern world manifests itself very early - at an early preschool age. At the same time, early childhood is the most fertile ground for the development of memory in its diversity. Memory - is the foundation of mental activity. Impressions that a person receives about the world around him leave a certain trace, are stored, fixed, and, if necessary and possible, reproduced [19]. These processes are called memory. "Without memory, S.L. Rubinstein wrote, we would be creatures of the moment. Our past would be dead to the future. The present, as it passes, would irrevocably disappear into the past." Memory is at the core of human abilities, a condition of learning, of acquiring knowledge, of forming skills and abilities. Without memory no individual or society can function normally. Thanks to his memory, its improvement, man was separated from the animal kingdom and reached the heights where he is now. And further progress of mankind without constant improvement of this function is unthinkable [17, 14].

Memory can be defined as the ability to retrieve, store, and reproduce life experiences.

Experience Various instincts, innate and acquired mechanisms of behavior are nothing but the experience imprinted, transmitted by inheritance or acquired in the process of individual life [19].

Relevance of this topic is caused by the fact that memory is a form of mental reflection, which consists in fixing, preservation and reproduction of past experience, making possible its repeated use.

The purpose of work is theoretical research of development of memory at children. In the present work we will consider questions concerning general questions of memory functioning and development of memory in children; memory is the dominant mental function, depending on which all other functions are built.

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OBJECTIVE

To characterize types of memory, to consider factors determining the development of memory in children.

To achieve the set tasks the following research methods were used: study and analysis of psychological and pedagogical literature.

Factors determining the development of memory.

Memory as a cognitive mental process has certain characteristics. The main ones are volume, speed of imprinting, accuracy of reproduction, duration of preservation, readiness to use the stored information [12].

Memory volume is the most important integral characteristic of memory, which characterizes the ability to remember and store information.

The speed of reproduction characterizes a person's ability to use the information available to him/her in practical activities.

Accuracy of playback reflects a person's ability to accurately retain, accurately reproduce the information recorded in memory [14].

The duration of retention reflects a person's ability to retain necessary information for a certain period of time.

a) Memorization

Memorization is the process of capturing and then storingof perceived information. According to the degree of activity of this process, it is accepted to distinguish two types of memorization: unintentional (or involuntary) and intentional (or arbitrary).

Non-intentional memorizing - this is remembering without a predetermined goal, without the use of any techniques and manifestation of volitional effort. This is a simple imprinting of the fact that influenced us and kept some trace of excitement in the cerebral cortex. What is best remembered is what is of vital importance for a person: everything that is connected with his interests and needs, with the goals and tasks of his activity.

In contrast to involuntary memorization, involuntary (or deliberate) memorization is characterized by the fact that a person sets a specific goal - to remember some information - and uses special memorization techniques. Involuntary memorization includes a variety of

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actions performed in order to better achieve the goal. Among these actions is memorization, the essence of which lies in the repetition of training material to ensure that it is memorized accurately and without error. For this manifestation of volitional effort in the form of setting a goal to memorize. What is remembered is what constitutes the goal of the action. The overwhelming majority of our systematic knowledge arises from a special activity, the purpose of which is memorize the material in order to retain it in memory. This activity, aimed at remembering and reproducing the retained material, is called mnemic activity.

- By another characteristic - the nature of connections (associations) underlying
- Memory, remembering is divided into mechanical and meaningful.
- Mechanical memorization is memorization without realizing the logical connection between different parts of the perceived material. The basis of mechanical memorization are associations of relatedness.
- In contrast, meaningful memorization is based on understanding the internal logical connections between the individual parts of the material.
- Comprehension of the material is achieved by various methods, and above all by highlighting the main ideas in the material being studied and grouping them in the form of a plan.
- A useful method of understanding the material is comparison, i.e. finding similarities and differences between objects, phenomena, events, etc.
- The most important method is the method of repetition. Repetition is the most important condition for mastering knowledge, skills, and abilities. Repetition must meet certain requirements: memorization proceeds unevenly: after the rise in the reproduction may be followed by some decrease.
- Memorization goes in leaps and bounds. Sometimes several repetitions in a row do not give a significant increase in memorization, but then, at the subsequent repetitions, there is a sharp increase in the amount of memorized material.
- If the material as a whole is not difficult to remember, the first repetitions give a better result than the subsequent ones.если материал труден, то запоминание идет, наоборот, сначала медленно, а потом быстро.

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- Repetition is necessary not only when we learn the material, but also when we need to consolidate in memory what we have already learned. Repetition of learned material increases its strength and retention time many times over.

It is also very important to properly distribute repetition over time. Two ways of repetition are known in psychology: concentrated and distributed. In the first way the material is memorized in one step, repetition follows one after another without a break. With distributed repetition each reading is separated from the other by some gap. Very close to the method of distributed memorization is the method of repeating during memorization. Its essence consists in trying to reproduce the material which has not yet been fully learned.

a) Retention

Retention is the process of actively processing, systematizing, generalizing material, mastering it. Retention of what has been learned depends on the depth of understanding.

Well-comprehended material is remembered better. Retention also depends on the attitude of the individual. Forgetting is uneven: immediately after memorization, forgetting is stronger, then it goes slower. This is why repetition cannot be postponed; it must be repeated soon after memorization until the material is forgotten. The strength of retention is ensured by repetition, which serves as reinforcement and protects against forgetting, i.e., against the extinction of temporary connections in the cerebral cortex. Repetition must be diversified and be carried out in different forms: In the process of repetition it is necessary to compare and contrast facts; they must be put into a system. With monotonous repetition there is no thinking activity, interest in memorization is reduced, and therefore the conditions for lasting preservation are not created. Even more important for preservation is the application of knowledge. When knowledge is applied, it is remembered involuntarily [4].

Memory as the main mental function in childhood.

In early childhood, memory is the predominant mental function, depending on which all other functions are built. A young child's thinking is largely determined by his or her memory and develops in direct dependence on memory. For the young child, thinking means remembering, i.e. relying on his or her previous experience, on its

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modifications. Thinking at a very early age shows a high correlation with memory. A child's definition of concepts is based on memory [9].

The subject matter of the act of thinking when defining a concept is not so much the logical structure of the concepts themselves as memory, and the concreteness of children's thinking, its syncretic character [3]. The other side of the same fact is that children's thinking, first of all, relies on memory. The formation of children's word meanings is constructed differently from our representations and our word meanings. Their difference is that the way in which a child generalizes things and the way in which you and I generalize things are different. The way in which a child generalizes is in direct relation to the fact that the child's thinking relies entirely on memory. Children's ideas related to a number of objects are constructed as we have family names. Names of words, phenomena are not so much familiar concepts, but surnames, the whole groups of visual things connected by visual connection[7].

Development of memory in children.

A child's experience and the direct influence of his or her experience, documented in memory, directly determine the entire structure of children's thinking at the early stages of development. It is not thinking, and in particular not abstract thinking, that stands at the beginning of development, but the determining moment at the beginning of development is the child's memory [10].

Memories and recall occur independently of the child's will and consciousness. They are carried out in activity and depend on its nature. The child remembers what his attention was directed to in the activity, what made an impression on him, what was interesting. Involuntary memorization, associated with active mental work of children on certain material, remains until the end of preschool age much more productive than voluntary memorization of the same material. At the same time, involuntary memorization, which is not associated with the performance of sufficiently active perceptual and thinking activities, such as memorizing pictures, is less successful than voluntary memorization. Involuntary memory in the preschool years can be strong and accurate. If the events at this time were emotionally significant and made an impression on the child, they can be retained in memory for the rest of life (1, 8).

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Most normally developing toddlers and preschoolers have well-developed direct and mechanical memories. They memorize relatively easily and effortlessly reproduce what they have seen or heard, but only if it aroused their interest and they themselves were interested in remembering or recalling something. Thanks to this memory, preschoolers quickly improve speech, learn to use household items, are well oriented in the environment, and recognize what they have seen or heard. In some cases, linguistically or musically gifted children have fairly well developed auditory memory as well [2]. Some preschoolers have a special kind of visual memory called eidetic memory. Eidetic memory images are close to perceptual ones in their brightness and distinctness. After a single perception of the material and very little mental processing, the child continues to "see" the material, and restores it perfectly. Even after a long time, when recalling something perceived earlier, it is as if the child sees it again and can describe it in all the details. Eidetic memory is an age-related phenomenon [5, 7].

Children who have it at preschool age usually lose this ability when they go to school. In fact, this type of memory is not so rare and is present in many children, but often disappears in adults: due to insufficient exercise of this type of memory. This type of memory can be developed by some people (e.g. artists, musicians, where accurate reproduction of a single perception is required). Each person develops the types of memory most often used by him [6, 9] .

For younger preschoolers, involuntary memorization and involuntary playback are the only forms of memory work. The child cannot yet set a goal to remember or recall anything, much less use special techniques for this. The dominant type of memory at the end of preschool age is involuntary memory. Quality of involuntary remembering of objects, pictures, words depends on how actively the child acts in relation to them [7,] .

At the senior preschool age there is a gradual transition from involuntary to voluntary remembering and reproduction of material. At the same time, special perceptual actions that mediate mnemic processes and are aimed at remembering and reproducing the material retained in memory better, more completely, and more accurately are highlighted in the corresponding processes and begin to develop relatively independently [10]. Children turn to

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voluntary memorization and reproduction when appropriate tasks arise in their activities or when adults demand it. The productivity of remembering by children in a game is much higher.

The transition from involuntary to voluntary memory involves two stages. At the first stage, the necessary motivation is formed, i.e., the desire to remember something or recall something. At the second stage, the necessary mnemic actions and operations for this occur and are perfected.

It is believed that with age the speed with which information is extracted from long-term memory and transferred to operative memory increases, as well as the amount and duration of operation of operative memory [13].

With active mental work, children remember material better than without such work. Memory retains representations, which in psychology is interpreted as generalized memory. The preschooler's memory, despite its apparent external imperfection, actually becomes the leading function, taking a central place [11, 16].

An analysis of the techniques that children use to remember things, shows that those of them who solve the problem with the help of auxiliary means structure their operations differently. The mediated memorization requires not so much the strength of mechanical memory as the ability to reasonably dispose of the material, to structure it in a certain way, i.e., not only memory, but also developed thinking skills. Improvement of children's voluntary memory is connected to the use of mental operations of analysis, synthesis, comparison, generalization, and establishment of semantic connections in the processes of remembering and reproducing material. We can say that improvement of children's memory occurs simultaneously with the improvement of their mental activity [13].

The main task of the art of memorizing is to specify ways to memorize in a short time such a large number of data, which without auxiliary techniques would be very difficult to remember [20].

The course of development and improvement of mnemonic means can be imagined as follows:

- Transition from concrete mnemic means (memorizing certain objects with the help of others) to abstract ones (memorizing objects with the help of signs, drawings, schemes, etc.).

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- Transition from mechanical to logical means of remembering and playing back material.
- Transition from external means of remembering to internal means.
- Transition from the use of already ready-made or known means of memorization to new, original ones, invented by the memorizer himself.

Following this course of development in perfecting the means of memorization and reproduction ensures the gradual formation of mediated and voluntary memorization in the child [15].

If we start teaching children the use of mnemonic devices before they develop their first signs of voluntary memory in the process of natural development of memory, we can make sure that this type of memorizing and playing back begins to form in children not at the age of five or six, but earlier.

Improvement of children's random memory is closely connected with setting special mnemic tasks for remembering, storing and playing back material. Improvement of children's random memory is connected to the use of mental operations of analysis, synthesis, comparison, generalization, establishment of semantic connections in the processes of remembering and reproducing material. We can say that improvement of children's memory occurs simultaneously with improvement of their mental activity [18].

CONCLUSION

Having analyzed the psychological and pedagogical literature on the topic of research, the following conclusions can be made:

1. Methods of psychological influence is a set of techniques that implement the impact on the needs, interests, inclinations, i.e. sources of motivation of activity, human behavior, on the factors that regulate activity, as well as on the states in which the person is and that change his behavior.
2. Memory carries out connection between past states of psyche, present and processes of preparation of future states, informs coherence and stability of person's life experience
3. The greatest degree of capacity of natural memory is shown at a preschool age
4. For children of younger school age it is especially important to use such methods of

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psychological influence which promote its activization and make any activity interesting .

5. The child's desire to memorize should be encouraged in every way, it is the key to the successful development of not only memory,

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