

THE IMPORTANCE OF THINKING AND MEMORY IN PERSONAL DEVELOPMENT

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Abstract

Taking into account the specific features of the importance of thinking and memory in the development of the individual, a number of didactic conditions are achieved.

Keywords: Thinking, intuition, perception, speech, didactics, function, activity, ability, personality, development.

Introduction

The role of memory in human life, Memory is one of the most important and, perhaps, the most complex processes that occur in the human brain. It is necessary, first of all, for us to understand who we are and what place we occupy in this life. Sometimes it happens that people for some reason lose their memory. Then they forget their loved ones and what they did before. After such events, they often begin to live a completely different life than before the event. Memory is also necessary for us to improve our knowledge and skills, to gain experience. So, a child, taking his first steps, remembers how to put his feet correctly so as not to fall. At school, a student masters new subjects using memory resources. Adults develop professionally in this way. Thanks to memory, we have the opportunity to learn not only from our own mistakes, but also from others.

Secondly, the productivity of human memory depends primarily on these two processes. Thirdly, if people have problems with memory, they are primarily associated with memorization or recall of material. Fourthly, memorization and recall are easiest to study experimentally. Let's get acquainted with some well-known facts related to memorization and recall of material. At first glance, it may seem that memorization or recall of material by a person occurs literally, i.e. when memorizing, the corresponding material is simply copied, while when recalling, it is reproduced in the same form as it was stored in human memory.

The student's memory is the main function of the student's learning and development, ensuring the acquisition of new knowledge. Today, the problem of developing the memory of schoolchildren is relevant and socially significant. Often, parents turn to a psychologist and teacher with difficulties in educating a child due to poor memory. The child does not remember the educational material well, quickly forgets everything he has learned, cannot repeat what he has learned, seen or heard. Low performance of schoolchildren always upsets the child, parents and teachers.

Children have a better developed imaginative or visual memory than semantic and logical memory. They can memorize faces or drawings well, while they cannot memorize formulas, poems, and other things in their heads. The memory of younger schoolchildren stores information word for word. The child does not know how to divide the text into paragraphs and remember the main meaning of the text, he keeps only words in his memory. Sometimes memorizing specific words is not related to the ability to distinguish the meaning of the text, but to the correctness of the meaning understood by the child. It is important to teach primary school students to analyze the text, focus on solving examples, and memorize formulas to prepare them for further reading. Psychological methods have been developed for this, but teachers mistakenly consider it a step towards forcing the child to repeat the same material many times. The peculiarities of memory development in primary school age are that with constant memorization of material, interest in the object of memorization disappears and attention is focused on other things.

On the basis of practical and visual-sensory experience of school-age children, abstract thinking develops - initially in the simplest forms, that is, thinking in the form of abstract concepts. Here, thinking is manifested not only in the form of practical actions and not only in visual images (perceptions and ideas), but primarily in the form of abstract concepts and thinking. The individual characteristics of thinking in different children are manifested, first of all, in the fact that they have a different ratio of different and complementary types and forms of mental activity (visual-figurative, visual-productive and abstract thinking). The individual characteristics of thinking also include other qualities of cognitive activity:

In all this, the social essence of human thinking is clearly manifested. In the process of assimilating knowledge developed by mankind in the process of socio-historical

development, the mental development of the individual should be improved. The process of a person's knowledge of the world is conditioned by the historical development of scientific knowledge, the results of which each individual assimilates in the process of learning. In fact, this is the dialogue of man with humanity. The development of logical thinking in younger schoolchildren is one of the most important areas of student education. The importance of this process is indicated in educational programs and methodological literature. It is good to improve logical thinking both at school and at home, but not everyone knows which methods are most effective for this. As a result, logical learning occurs spontaneously, which negatively affects the level of overall development of students. It happens that even high school students do not know how to think logically using the methods of analysis, synthesis, comparison, etc. How to properly develop the logical thinking of younger students - from our article

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