

**Development of memory in primary school children
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**Развитие памяти у младших школьников
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Abstract: *the article the activities of teachers aimed, at developing children`s memory.*

Аннотация: *в статье рассмотрена деятельность педагога, направленная на развитие памяти у детей.*

Keywords: *memory, educational and cognitive activity, learning process, verbal and logical memory, involuntary memorization.*

Ключевые слова: *память, учебно–познавательная деятельность, процесс обучения, словесно–логическая память, произвольное запоминание.*

The memory can be defined as the ability to receive, store and reproduce information.

The relevance of the topic due to the fact that the memory is the basis of the child's abilities, is the condition for learning, acquiring knowledge and skills, ie the memory of the younger schoolboy - the paramount psychological component of teaching and learning activities. Teacher needs to build the learning process so as to achieve the maximum memory material and its student's the most accurate reproduction, and this is possible only when the psychological processes become arbitrary [1].

The process of development of memory in children will proceed successfully if the teacher and parents will build it, taking into account the individual characteristics of a particular child. Using the recommendations, use different methods of promoting good memorization.

Younger school age child is called the vertex. The child retains many qualities of childhood - carelessness, naivety, look at the adult from the bottom up. At this age, children are very strong focus on children outside world. Facts, events, details make them a strong impression. An important source of success in the teaching of younger students - their imitation. Students repeat the teacher's reasoning, give examples of similar examples companions, etc.

In connection with entering school there is a significant restructuring and development of the children's memory. Memory is gradually becoming more organized, regulated and controlled mental activity. memory processes increasingly take on the character of arbitrary processes gradually developed and improved verbal and logical memory [2].

Getting training at school, children are able to arbitrarily and meaningful memorization. However, this ability they still underdeveloped. Therefore, the teacher needs to pay special attention to ensure that the younger students learned how to memorize meaningful learning material.

Involuntary memory plays an important role in student learning activities. By the end of elementary education involuntary memorization becomes more productive. This is manifested in the fact that with age, increasing the amount of memory of interesting texts, fairy tales, the child says and more details regarding the content of deep passes. Involuntary memorization becomes more meaningful.

First time children's self-control is not developed enough. First-graders, for example, as a rule, checked themselves with a purely external side, without being aware of the report; whether they will be able to reproduce the material in class. Self-control, as a rule, is based on the recognition that student reads through the material again, feels a sense of familiarity [3].

Without special training junior high school students do not use rational methods and rote learning. They do not use combined with the repetition of memorizing rules. Children usually remember only as a whole, and therefore understand worse. This leads to rote. In the early school years playing often presents great difficulties due to the fact that requires the ability to set a goal to intensify thinking. Playback younger students begin to use when memorizing. This often they reproduce the drawing on the text, to the recollection, they have resorted less often because it is connected to the voltage.

Initially younger students better remember visual material: for example, the objects that surround the child with whom he works, the image of objects and people. If we talk about remembering verbal material, for primary school children better remember the words denoting specific concepts than - abstract.

Memory - a complex mental process, which is devoted to the study of the works of many scientists. Their results allow now to conduct effective training on the development of memory, using non-traditional methods of processing and storing information. In this regard, preparing for lessons, the teacher must take into account not only the physiological aspect of the functioning of the memory process, but also psychological [4].

Teacher is necessary to achieve the maximum from the student memorization of the material and play it back. Therefore, the teacher needs to pay special attention to ensure that the younger students learned how to

memorize and meaningful educational material. It is necessary to systematically familiarize students with the techniques of memory management, without counting on the fact that students, as you gain experience of academic work, they will find themselves. And parents, seeking to develop your child's memory, it is necessary to bear in mind that no matter how good or bad a child's memory, it is harmful to overload.

It is very important in the testing and correction of the child's memory to orient more on semantic memory and show your child a variety of techniques to help you better remember that or other material.

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