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## **METHODS OF DEVELOPING THE MEMORY OF MENTALLY RETARDED STUDENTS OF THE LOWER CLASS**

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### **ABSTRACT**

In this article, the methods of memory development of students with mental retardation, the mechanism of implementation, the scientific views of foreign and local scientists on this issue are analyzed, and the proposed test samples for memory development are given.

### **KEYWORDS**

Mentally retarded, development, theoretical views, memory, game, task, mechanism.

### **INTRODUCTION**

Currently, there is an increase in research on updating and improving the content of education, in particular, on correcting cognitive processes and studying young students with mental retardation. Memory development plays an important role in correcting the cognitive processes of schoolchildren with intellectual disabilities. The reason for this is that as a person grows older, the demands on the efficiency of memory constantly increase. The memory of children with intellectual disabilities has disorders in all types of

memory, so corrective work in this direction is very relevant. By working on memory development, conducting special games, psychological tests, it is possible to increase the educational efficiency of students and their educational motivation.

All schoolchildren with intellectual disabilities have memory deficits, and they belong to all types of memory, this has been confirmed by research. Studies have shown that deviations from norms in children of

this category have different forms and individual appearance. In these children, the main memory processes have their own characteristics: external, sometimes randomly perceived visual symbols are well remembered, it is difficult for them to understand and remember internal logical connections, voluntary memory is formed late, a large number of repetitions of verbal material they make mistakes. Episodic forgetfulness in them is characterized by overwork of the nervous system due to general weakness. The imaginations of children with mental retardation are fragmentary, vague and schematic.

To develop the memory of mentally retarded children, it is necessary to adapt psychological methods taking into account their perception and memory characteristics. So, for example, in tests, games and tasks, you need to reduce their dosage, reduce the number of words to memorize and increase repetitions. At the beginning, you should ask them guiding questions.

L.V. Cheremoshkina writes in her monograph "Development of children's memory" that the basis of memory is the ability to retain genetically determined information. To successfully develop memory, the author suggests using psychological tests, games and tasks. To develop tactile memory, a child with closed eyes is offered the following:

- try and feel any object by hand;

- feel an unfamiliar object by hand and remember the feelings;

- hold and feel an object and think about what it might be.

Also, L.V. Cheremoshkina suggests using poems, riddles and games to develop memory.

In the book "How to develop a child's attention and memory", I. Yu. Matyugin suggests the use of psychological tests, exercises and games that use the imagination that is unique to each child. Children quickly and easily get into the game with their imaginations, sometimes not even knowing what difficult tasks they have completed.

Defectologist and child psychologist Elena Kurilova suggests tests for the development of different types of memory in the article of the magazine "Mom and Baby" 12, 2004. Thus, the psychological test "Find it yourself" works well for the development of visual memory in children aged 3-6 years. A button is placed on one of the boxes, for example, and the box is closed. The child is invited to show which of the boxes and in which section he put the button.

To develop the memory of mentally retarded children, the following psychological tests can be used, taking into account their perception and memory characteristics:

Psychological test "Wonderful bag" is used to develop tactile memory. Objects with different characteristics are placed in the bag: string, toy, button, ball, cube, matchbox. The child should hold and identify the items in the bag one by one. It is better if he describes their features out loud. Small children can put the items in the bag themselves for a better memory. Older children are given already filled bags.

The motor memory of mentally retarded children of the lower class is developed through the psychological test "Do as I do". At the first stage, an adult stands behind the child and performs several manipulations with his body - raises his arms and puts them to the side, raises his leg, etc., and then asks the child to repeat these actions. At the next stage, the defectologist himself performs several actions and the child repeats them, then the child performs his actions, and the defectologist repeats after him.

"Wonderful words" psychological test is used to develop the auditory memory of children with mental retardation of the lower class. You need to choose 10 semantically related words: you need to get 5 pairs, for example: food-spoon, window-door, face-nose, apple-banana, cat-dog. These words are read to the child 3 times, in addition, the pairs differ in intonation. After some time, only the first words of the pairs are repeated to the child, and he has to remember the second. It develops short-term auditory memory. To develop long-term memory, you need to ask mentally

retarded children the second words of pairs, not immediately, but after half an hour.

Using the psychological test "Let's listen and draw" is effective for developing auditory memory and attention of mentally retarded children. There are 2 variants of this psychological test.

Option 1: Children are read a fairy tale and given the following task: draw a picture that accurately reflects the content of the fairy tale.

Option 2: Children are read a poem and are given the following task: listen carefully to the poem and draw from memory the objects mentioned in it.

"Find me" psychological test: The researcher chooses a card without showing it to the students, names several signs of this object without showing it to the children. Children will have to find which picture is on the card. If there are not enough characters, the researcher continues to describe. A child can be a leader.

"What has changed?" psychological test can be used. Pictures are prepared first. The researcher shows the picture, the child is given 5-6 seconds to remember, and the picture is removed. Then the exact same picture is shown, but with changes, the children have to find what has changed.

Corrective exercises or complexes of such exercises, games and psychological tests are an effective

pedagogical tool for correcting and developing cognitive processes in children with mental retardation, instilling in them a sense of confidence in their abilities. To correct cognitive processes, that is, the level of memory development of elementary school students with mental disabilities, the use of the games, exercises and psychological tests indicated above has a good effect. Because games and exercises not only bring pleasure and joy to the child, but are very important in themselves as they develop cognitive processes in him. With their help, you can develop the child's attention, memory, thinking, imagination, that is, qualities necessary for later life. A child can acquire new knowledge, skills and abilities, develop abilities. Games also form the ability to analyze objects in a mentally retarded child, the ability to focus on certain aspects of reality and events.

In the corrective work carried out by the defectologist, first of all, he should know the children well, see individual, unique features in each of them. The better the pedagogue understands the individual characteristics of schoolchildren, the better he can organize the educational process using educational activities in accordance with the individual characteristics of the students. In the team, through the team, individual approach and education are not mutually exclusive. A.S. Makarenko called for the construction of educational work taking into account the individual characteristics of students, and spoke

about the pedagogy of "individual movement" created for each specific person with his individuality.

Improving memory at primary school age is primarily related to the acquisition of various methods and strategies of remembering, which are related to the organization and processing of memorized material during educational activities.

Correctional work should include all processes of development of mentally retarded children. In order to carry out effective correctional work with mentally retarded children, it is necessary to take into account the structure of the defect. With the proper organization of special education and training, many developmental disabilities can be corrected and prevented.

Based on our research, we recommend the following in the process of correcting and developing memory disorders of mentally retarded children:

1. Use colorful, meaningful material that engages and holds children's attention throughout the learning process. Children with mental retardation are characterized by underdeveloped cognitive interests, which is manifested in their need for knowledge less than their normal peers, that is, in their interest in knowledge. As a result, these children get incomplete and sometimes distorted ideas about the environment. Use materials that are understandable for children with intellectual disabilities. It is known that in mentally



retarded children, the first stage of cognition, perception, is not well developed.

2. The material should be presented in various forms, which will arouse the interest and increase the activity of students with intellectual disabilities.

3. Spending a lot of time on the process of recognizing, clarifying and summarizing the received information, because the main drawback is a perception disorder, which is noted to be slow compared to normally developing children. Children with mental retardation need more time to perceive the material presented to them (picture, text, etc.). The slowness of perception is aggravated by the fact that, due to the lack of mental development, they hardly distinguish the main thing, do not understand the internal connections between parts, characters, etc.

4. Provide emotional support to the child during the education of mentally retarded children.

5. In teaching mentally retarded children, take into account the possibilities of each to the maximum.

6. It is necessary to take into account the increasing fatigue of children with mental retardation, not to overload them with a large amount of materials, to maintain the average pace of the main training sessions, to present the material gradually in small doses.

Family support is also of great importance for the positive dynamics of the development of mentally retarded children. The main thing is that the child needs to see and feel the care and support of parents in everything, love and attention should be given to him. Most importantly, comprehensive development of the child's personality helps him adapt to the social environment.

Thus, it is possible to significantly improve the memory of mentally retarded children with corrective and developmental work, in particular, with the formation of special memorization methods, the development of cognitive activity and self-regulation. Correctional work should cover the entire educational process of mentally retarded children. With the proper organization of special education and training, many developmental disabilities can be corrected and prevented. Important areas of psychological correction of memory are the formation of memory using visual, auditory and tactile methods.

Therefore, the directions of work on the development of memory of mentally retarded children should be based on the principles of correctional pedagogy, as well as take into account the intellectual disability of children. Practice shows that the better a person's memory is developed, the more positive it is for all cognitive processes, such as thinking, imagination, perception, imagination.

During work with mentally retarded children, it was shown that their memory development is behind in terms of volume. One of the main characteristics of memory is its size. Mentally retarded children have a short memory. When teaching children, they take in very little information. As the memory capacity develops, it develops their learning skills. In order to develop memory capacity, it is necessary to take into account the individual characteristics of the child.

Based on the above reasoning, it can be said that every child has its own characteristics and capabilities, and the correct direction of these capabilities can be the reason for the success of the society. In this case, the role of the defectologist is incomparable. Kindness and kindness are not defined only by donations, but also by opening a way for children with physical and mental disabilities to show their potential. Defectologists should try their best in this area.

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