

Methodological Possibilities of Increasing the Productivity of Memorization in Children of Primary School Age

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Abstract: This article discusses the psychological and pedagogical foundations of increasing the efficiency of memorization in children of primary school age. The study analyzed the interrelationship of memory, attention, thinking and perception processes in primary school students and revealed their importance in educational activities. The superiority of visual-figurative thinking and visual-motor memory in children of primary school age is based on scientific sources. A system of exercises and tasks aimed at developing associative, logical and voluntary memory in students is described. The role of educational games, visual materials, tasks aimed at identifying logical connections, and memory activation methods in increasing the efficiency of memorization is shown. The results of the study confirm the importance of targeted development of memory processes in developing cognitive activity of children of primary school age, solid mastery of educational materials and improving the quality of education.

Keywords: Primary school age, memory, recall, memory productivity, associative memory, logical memory, visual-motor memory, attention, thinking, cognitive processes, educational games, psychological exercises, primary education, educational activities, methods of developing memory.

Introduction: The upbringing of a well-rounded personality is a process that is distinguished by its relevance. The correct organization of the mental and physical development of children places a great responsibility on the teaching staff.

The volitional nature of the younger school age students in the process of cognition, volitional tension can occur only when the child strives to fulfill the demands of those around him or to act individually.

In the health of the psyche of a child of younger school age, the development of thinking can be seen in his cognitive activity. The child's curiosity is mainly aimed at knowing and studying the world around him. A primary school student, while playing, seeks to become aware of the mysteries of the world, causes and phenomena and beings. For example, he can independently study which objects sink in water and

which ones float. The more active the child is in mental relations, the more questions he asks, and these questions are mainly diverse. A child is very interested in knowing how snow and rain fall, where the sun is at night, how a car moves, and the distance from the ground to the sky. This is aimed at answering their questions such as "Why?" "How?" "By what?" Children of this age are mainly able to think more deeply about the things they see. The main type of thinking of children of this age is figurative thinking. The education given to children and mainly carried out at school is of great importance for the growth of children's thinking. For example, in the studies of the psychologist Piaget, 6-7-year-old children were asked about the amount of water in equal containers. The children answered, "The amount of water in the container is equal." This amount of water was poured into containers of

different heights in front of the children, and then the children said which container had more water than the thin but tall container. The children realized that their answers were incorrect when they saw the same amount of water in the same containers. The same results were obtained when the same size plasticine shapes were changed and compared with rows of buttons with an equal number of buttons placed more loosely between them.

This experiment proves that 6-7-year-old children think mainly based on what they see. The education given to children and carried out mainly at school is of great importance for the development of children's thinking. In the process of assimilation of knowledge given at school, as observation, memory and imagination develop, the range of objects that become material for the thinking of children of primary school age expands, logical thinking and critical thinking develop in children. In the process of education, the child's thinking goes through a major growth path - from concrete thinking to abstract-theoretical thinking. Attention in a child preparing for school education is relatively long-term and conditionally stable. Primary school students do not have the ability to control attention by willpower and adapt it to the situation. The main reason for this is the weakness and instability of voluntary attention in them. Involuntary attention is more developed in children. The clarity, brightness, attractiveness of primary school educational materials evoke involuntary emotions in the student and allow him to master the basics of science without strong willpower. One of the distinctive features of the attention of students in grades 1-2 is that it is not sufficiently stable. That is why they cannot focus their attention on specific things for a long time and cannot stay on objects of attention for a long time. The educational process creates favorable conditions for the development of voluntary, stable, strong, active conscious attention of students of primary school age. In the process of acquiring knowledge, independent mental work, solving problems, performing exercises, and repeating, voluntary, conscious attention is formed. In children of this age, the ability to concentrate, organize, distribute, and consciously control voluntary attention begins to form. Below we will give exercises that develop the memory process of children of primary school age.

Exercise 1: Children are read 6 pairs of words with related meanings. Children must choose the third word that fits each pair.

Egg - chicken, chick

Forest - tree, board

House - city, street

River - lake, sea

Coat - cold snow

Bird - sky, nest

Exercise 2. Exercises for developing associative memory.

Students are shown 10 cards with objects for memorization. Children must simultaneously remember the words that correspond to the content of the objects depicted on the cards.

Picture cow chicken book pencil

Word milk chick reading drawing

Picture vacuum cleaner needle fish

Word cleaning sewing river

Picture apple rose cake

Word garden fragrant sweet

Exercise 3. Exercise "CATCH EVERYTHING".

From 7 to 10 different objects are placed in a row. (Pictures with images of objects are also suitable). They are covered. Then, for 10 seconds, the object is opened, shown to the children and covered again. Children tell what they remember about the objects they saw. Then, the objects are shown again for 8 to 1 second, and after closing them, the children are asked to tell in what order these objects are arranged. In the next stage, any two objects are swapped, shown for another 10 seconds, and the children are asked which objects have been swapped.

At the next stage, it is proposed to name the color of the objects without looking at them. In another option, children can be asked to find the "missing" object.

Exercise 4. Children are read 6 pairs of words whose meanings are related to each other. Children must choose the third word that corresponds to the meaning of each pair.

Egg - chicken chick

Forest - tree board

House - city street

Coat - cold snow

River - lake sea

Bird - sky nest

Exercise 5. Orally find encrypted 2-digit numbers, memorize them.

MA BY YK OT SA PO

0	1	2	3	4	5	6	7	8	9
A	M	B	Y	K	O	S	I	P	T

Exercise 6. Children are given 5 encrypted words and their keys. Task: find encrypted words, memorize them, and mark words that do not match their meaning.

0	1	2	3	4	5	6	7	8	9
A	P	O	N	K	L	M	J	I	CH

2036 3011 2450 7810 590 (apple cherry fig pear saw)

Encrypt the words apple, cherry, fig, oak according to the given code.

0	1	2	3	4	5	6	7	8	9	-
A	R	O	N	K	L	M	J	I	CH	

Exercise 7. Remembering the word actions in pairs

Blooms opens drinks

Red hot fast

Grow swims write sits

Barra big pen is convenient

In conclusion, we can say that;

The results of the research of Russian psychologists confirm the idea that in order to memorize meaningful material, various directions and instructions are of great importance. Due to the slight superiority of the first signal system over the second signal system, visual-motor memory prevails over logical memory in younger schoolchildren. Therefore, they remember concrete information, information, events and phenomena, images and objects faster and more firmly than theoretical laws and rules, abstract concepts, and retain them for a long time.

The student has the opportunity to adapt his memory, conscious control of remembering, and the processes of recalling to the purpose of his activity.

In the learning process of younger schoolchildren, visual-motor memory plays a more important role than logical memory in effective memorization.

The intellectual development of students in the

younger school age is determined by the development of their perception, attention, and thinking processes.

The productivity of voluntary memorization and recall largely depends on the level of mental activity of students.

Second graders do not pay attention to the internal connections of the educational material, do not understand its meaning, and memorize it dryly. They absorb the material being studied superficially without logical analysis. However, since they have a strong interest in various games, presenting educational material in the form of a game serves to increase their memorization efficiency.

Fourth graders pay attention to the internal connections of the educational material, understand its meaning, and memorize it logically. Since they analyze the material being studied logically, the material is not absorbed superficially. However, since their interest in acquiring knowledge is weaker than that of second graders, they are not effective in remembering material that is not interesting to them.

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