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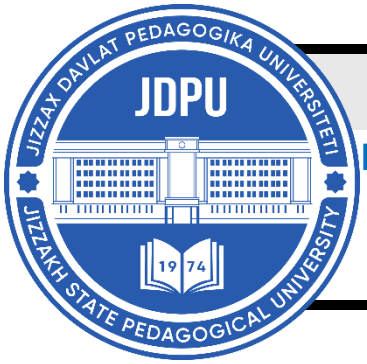

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THE SECRETS OF PERFECT MEMORY AND REMEMBERING

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ABOUT ARTICLE

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Abstract: This article talks about the usage of mnemonic methods for sharpening memory in educational contexts and methods of forming a perfect memory. In addition, we will focus on the owners of perfect memories and their methods. Memory is necessary and important in the storage of historical data, analysis of the events, persons and periods that performed them. In this article, we have explained the role of high-quality educational materials, interactive learning tools, and individualized learning technologies in developing memory skills and processes that are important in expanding the scope of history education, students, and their existing memory. In addition, we have included some ways to eliminate these problems.

INTRODUCTION. In modern education, the professional skills of future teachers, their knowledge of modern education and innovative technologies, modern knowledge of mastering advanced foreign experiences, are at the heart of systematic reforms aimed at ensuring the quality of teaching in educational institutions. Development of knowledge and skills is one of the urgent tasks. In the words of Sh.M. Mirziyoyev, “We consider it our first level task to improve the activities of all links of the education and training system based on the requirements of today's times” [1]. Due to the importance of modernizing the process of training pedagogues in our country, improving the content of education and the quality of

teaching based on modern development trends in the field, advanced foreign experiences and innovative approaches, it has risen to the level of state policy. In addition, Mnemonic, that is, strengthening memory, has a special place in any teaching method. History has a lot of information to remember and here we need minemonics. Increasing the interest of students through interactive methods, creating an understanding of that period, the teaching process through innovative methods is the demand of the present time, in which memory plays an important and main role.

LITERATURE ANALYSIS. The information to be remembered should be presented to our memory in a form that is very convenient for it. Before memorizing, try to process the information in a way that is vivid and unusual - in this case, the memory (brain) is more likely to absorb it and with less effort. Many methods of effective memorization are based on this characteristic of memory [2].

The evolution of memory development was based on the new concepts in cognitive psychology and information theory at the beginning of the 10th century. A high level of memory development is essential for storing historical information, re-learning them, and developing educational processes. New educational technologies and individualized learning paths provide important services in enhancing memory, making information learning processes more efficient, and creating opportunities that can provide students with new learning experiences. This leads to the development of teaching methods and products of history.

In other words, memory is necessary and important in storing historical information, analyzing it by events, persons and periods. High-quality educational materials, interactive learning tools, and individualized learning technologies play an important role in the development of memory skills and are important in expanding the field of history education.

The need for memory is fundamental and important in teaching history. It allows students to store and analyze information related to historical events, periods, numbers and concepts. Students who do not have a good memory may have difficulty absorbing available information and evidence, as well as critical thinking and reflecting on the past.

The evolution of memory development in history education has undergone significant changes with the advent of new technologies and teaching methods. Modern methods of active teaching, interactive educational materials, availability of information on the Internet and digital resources create new opportunities for stimulating students' memory.

The evolution is also related to the teaching itself, including the use of different technologies for the presentation of information, the creation of interactive tasks, the use of

visual aids and interactive learning platforms. These innovations help to stimulate students' memory by making the study of historical subjects more interesting and effective.

However, despite the evolution of teaching methods and the availability of new technologies, memory is still the main tool in the acquisition of historical knowledge. This is because remembering key events, dates, facts, causal relationships, and trends is essential in understanding history and creating its impact on modernity.

Aristotle was a philosopher and scholar of classical thought and experience, and his memorization and memory are traditionally considered excellent. As an example of Aristotle's memory, there are historical participations in the field of special knowledge, who made great achievements and created such scientific manuals.

Aristotle, who wrote his most famous works, has a perfect memory in the conscience of knowledge, which is also shown as a reason for his popularity. He is distinguished by his experience of historical events, thought, theory and skills, and is distinguished by the successful creation of texts related to the subject.

If we look carefully, the ability to remember is important in the way a person learns, focuses on, and analyzes information. Given this, Aristotle's great achievements in experiments, writings, and scientific genres are not a case of the accuracy of his perfect memory. At the same time, it would be fair to focus on his historical body of writing skills, information and situations related to his thoughts.

Plato is described as having a perfect memory. As a writer, he is one of the most famous writers. There are various descriptions of the memory of Plato, the high intellectual level of his scientific activities and the depth of his thoughts, which he begins to study and research.

In Plato's speech he expressed his broad thoughts and analyzed the theoretical concepts of important countries such as idealism, justice, and human status. His secrets and forms of philosophy are mostly preserved in his memory. Also, the acceptable concepts and theories presented in his historical epics and philosophical collections are shown as a certain reason for distinguishing his perfect memory. In ancient times, he was one of the first to promote his theories by strengthening his memory with the help of mnemonic methods. Much has been written about Plato's perfect memory, but the information is based on the opinions and confessions of other people. Many philosophers and scientists have tried to connect history and memory. They wrote down both for the present and for the future.

“History is undoubtedly the collection of facts that occupies the most important place in the memory of people. But the events of the past, read in books, learned in schools, and memorized, have long been insignificant to the circles that have preserved their living

memory. The point is that history usually begins when social memory fades or breaks down. As long as memory continues to exist, there is no need to record it in writing. Therefore, the need to write the history of a certain period, society and even a person, arises when they have already returned to the past, when we do not have the opportunity to find many witnesses around us who preserve any memory of them" [3, 22 c]. It is clear from this quote that the author anticipated the Postmodern theory of "speech": behind the "objectivity" of the science of history, he sees a set of "needs and rules" that determine the content of written history. Although science still seeks to preserve the image of the past preserved in collective memory, "it preserves only what interests our society", will be the basis for obsessing over the perfect memory. Mnemonic methods are very useful for this. Mnemonics are based on a few simple principles. If the memorization is done in a visual analyzer system, the memorization process can be consciously controlled. Writing images to memory is done by a simple mental operation of "combining images". Limited encoding methods are used to quickly convert any data into an image. The duration of information storage in memory depends on the frequency of activation of the remembered information. If necessary, this information in visual images can be transferred to the level of reflex (automatic) recall. In this case, memorized information is recalled very quickly and is freed from auxiliary visual images [5, 173 c].

Palace of memory. Here are the words we need to memorize

To remember the first 20 presidents of the United States in order, we will place them in our map palace.

Xotira (memory) Palace

1. Door (J. Washington)
2. Entrance (John Adams)
3. Stairs (Thomas Jefferson)
4. The next door (James Madison)
5. Doorknob (James Monroe)
6. Shoe cabinet (John K. Adams)
7. Mirror (E. Jackson)
8. Television (M.V. Buren)
9. Chandelier (U.G. Harrison)
10. The Curtain (John Tyler)
11. Horizontal bar (James K. Polk)
12. Dryer (Zachary Taylor)
13. Telephone (Millard Fillmore)
14. The throne (Franklin Pierce)
15. Table (James Buchanan)
16. Conditioner (A. Lincoln)
17. Television (E. Johnson)
18. Refrigerator (U.S. Grant)
19. Plate (R.B. Hayes)
20. The Washing Machine (James A. Garfield)

We will create a story by associating the presidents of the USA with various funny or memorable words to the simple words selected in a sequence in this chosen space

mentioned above (the object should be familiar). In the story we have made, we should connect the names of the presidents in such a way that we should never forget this connection. Metaphorically, each of our words should stick to each other like mud to a gardener's spade.

DISCUSSION AND RESULTS. The amount of information that can be remembered using mnemonic methods is limited by the low memorization speed (the standard for memorizing one image is 6 seconds) and the fatigue that occurs during the memorization process. However, practice shows that this speed was not enough to remember information encountered in the educational process and everyday life, since mnemonics are designed to remember specific information. Therefore, the more complex and voluminous the information, the easier it is to remember it using mnemonic techniques.

During the learning process, a person develops memorization skills, without which mnemonic methods work very slowly. For example, the technique of memorizing foreign words is very simple, but only on the condition that a person reliably owns the basic methods of encoding information into images and forms connections between images quickly and reliably.

Memorization can be defined as a memory process, as a result of which new information can be strengthened by associating it with previously acquired information.

A simple connection of events (pictures and numbers) does not give clear results of memorization by itself. What matters is what one does with the material. At the same time, the same external conditions of activity do not lead to exactly the same results of memorization in different people, because these conditions are always broken by a person's past experience, his individual characteristics. [6,496 c] At the same time, it is important to associate each process with its own signs and characteristics.

Memorized information is linked by associative links to a sequence of selected supporting images. Visuals should be simple and clear. It is important that supporting images are unique and not duplicated. In an informative association, all images included in it should always be clearly visible. You cannot hide one image after another or imagine one image inside another. For example, “Amir Temur took a melon stuck in the mud and cut it into pieces with a knife”. The story of this mud word will stick in your mind very quickly. You will remember the “mud battle” and you will remember that this battle took place on the banks of the Parak river, etc. We code the numbers to remember the date of this battle in 1365. 13, 65 numbers: 13. 1-Raz, 3- Tri (ReTro), 65. 6-SHest, 5-Piyat (ShiPildoq), Amir Husain , without eating the sliced melon by A. Temur reached out to ShiPildok, who was standing on the plate,

singing his ReTro spoon. In this humorous story, the words ReTro and ShiPildoq sound out by themselves, and we release pre-encoded numbers. In 1365, the “Mud Battle” took place on the banks of the Parak River. Through such methods of association, we store existing information in our memory for a long time. Great philosopher geniuses such as Aristotle, Plato, J. Bruno used these methodsband their perfection increased.

The consistency of memorization is provided by the paradigmatic connections established in the human mind and is controlled by the degree to which lexical units are recalled from memory and used together with other units [7, 238 b].

SUMMARY. Do you know that the world we live in is made up of information, everything is numbers, people, processes, I can go on and on, the only way to remember so many things is to keep them in our memory by connecting them visually or by association. Therefore, I would like to give you some recommendations:

I would like you to recommend these laws of memory for a stronger and simpler memory formation and success, because I use it:

You need to be interested, because interesting laws and interesting things are easier to remember.

Understanding is essential because the deeper the understanding of the law and memorized information, the better it will be remembered.

Arrangement is important because the law of reason is easier to memorize if you arrange it the way you want.

Movement is the basis, the law of movement can only remember the information involved in the activity.

The law of context-new things are best learned by associatively linking information to concepts we are familiar with.

In learning concepts like the Law of Inhibition, there is an effect of “overlapping” old information on new.

The law of optimal string length - the length of a memorized string should not exceed the capacity of short-term memory.

The law of the land- information presented at the beginning and at the end is better remembered.

The law of repetition is that information that is repeated several times is best remembered.

Unfinished acts-unfinished actions and unsaid phrases are best remembered.

By using these techniques and principles, students develop memorization skills and learning becomes more effective.

The information to be remembered should be presented to our memory in a form that is very convenient for it. Before memorizing, try to process the information in a way that is vivid and unusual - in this case, the memory (brain) is more likely to absorb it and with less effort. Many methods of effective memorization are based on this characteristic of memory.

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