



# Methods of Developing Memory of Students with Intellectual Disabilities

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## OPEN ACCESS

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**Abstract:** This article analyzes methods of developing memory of students with intellectual disabilities, the role of memory in the cognitive process, and research on the topic. Examples of psychological tests for developing the memory of children with intellectual disabilities are presented, correctional exercises, games that develop cognition and memory are discussed.

**Keywords:** Intellectual disability, game, memory, method, tool, exercise, child, process, special school, correctional exercise.

**Introduction:** Currently, there is an increasing amount of 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 mental retardation. This is because the requirements for memory efficiency are constantly increasing as a person grows older. The memory of children with intellectual disabilities has disorders in all types of memory, therefore, corrective work in this area is very relevant. By working on the development of memory, conducting special games, psychological tests, it is possible to increase the educational efficiency of students and their motivation for learning.

All schoolchildren with mental retardation have memory deficiencies, and they apply to all types of memory, this is confirmed by research. Studies have shown that in this category of children, deviations from the norm have various forms and individual manifestations. The main memory processes in these children have their own characteristics: they remember external, sometimes randomly perceived visual signs well, they have difficulty understanding and

remembering internal logical connections, voluntary memory is formed late, they make numerous errors when reproducing verbal material. Episodic forgetfulness in them is characterized by overactivity of the nervous system due to general weakness. The imagination of mentally retarded children is fragmentary, vague and schematic.

To develop the memory of mentally retarded children, it is necessary to adapt psychological methods taking into account their characteristics of perception and memory. 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 need to ask them guiding questions.

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

- try to hold and feel any object in his hand;
- feel an unfamiliar object with his hand and remember the sensations;
- touch and feel an object and think about what it could 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 using psychological tests, exercises and games that use the imagination inherent in each child. Children quickly and easily enter the game with their imagination, sometimes even not realizing what difficult tasks they have completed.

In an article in the magazine "Mom and Baby" No. 12, 2004, defectologist and child psychologist Elena Kurilova suggests tests for the development of various types of memory. In this regard, the psychological test "Find it yourself" is very effective for the development of visual memory in children 3-6 years old. For example, a button is placed in one of the boxes and the box is closed. The child is offered to show which of the boxes and in which section the button is placed.

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

To develop tactile memory, the psychological test "Wonderful Bag" is used. Objects with different properties are placed in a bag: a string, a toy, a button, a ball, a cube, a matchbox. The child must identify the objects in the bag one by one by touching them. It is

advisable for him to describe their properties out loud. Younger children can put objects in the bag themselves to remember better. Older children are given already filled bags.

The motor memory of children with mental retardation of the lower grades 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 sides, raises his legs, etc., and then asks the child to repeat these movements. At the next stage, the defectologist himself performs several actions, and the child repeats them, then the child does his actions, and the defectologist repeats them after him.

To develop the auditory memory of children with mental retardation of the lower grades, the psychological test "Wonderful Words" is used. It is necessary to select 10 semantically related words: 5 pairs should be obtained, for example: food-spoon, window-door, face-nose, apple-banana, cat-dog. These words are read to the child 3 times, moreover, the pairs are distinguished intonationally. After some time, the child is repeated only the first word of the pairs, and he must remember the second. This develops short-term auditory memory. To develop long-term memory, you need to ask children with mental retardation for the second words of the pairs not immediately, but after half an hour.

To develop the auditory memory and attention of children with mental retardation, the use of the psychological test "Let's listen and draw" gives a good effect. There are 2 options for 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 given the following task: listen carefully to the poem and draw the objects mentioned in it from memory.

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

To develop the visual memory of children with mental retardation in the lower grades, the psychological test "What has changed?" can be used. Pictures are prepared in advance. 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 must find what has changed.

Correction 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. The use of the above games, exercises and psychological tests to correct cognitive processes, that is, the level of memory development of primary school students with mental retardation, gives a good result. Because games and exercises not only bring pleasure and joy to the child, but are also 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, the qualities necessary for later life. The child can acquire new knowledge, skills and abilities, develop his abilities. Games also form the ability to analyze objects in a mentally retarded child, the ability to focus on certain aspects and phenomena of reality.

In the correctional work carried out by an oligophrenopedagogue, first of all, he should know the children well, see individual, unique features in each of them. The better the teacher understands the individual characteristics of schoolchildren, the more he can correctly organize the educational process, using educational measures in accordance with the individual characteristics of the students. An individual approach and education in a team, through a team, do not contradict each other. A.S. Makarenko called for building educational work taking into account the individual characteristics of students and spoke about the pedagogy of "individual action", created for each specific person with his own individual uniqueness.

Improving memory in primary school age is primarily associated with mastering various methods and strategies of memorization associated with organizing and processing the material memorized in the process of educational activity.

Correctional work should cover 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 upbringing, many developmental disabilities can be corrected and prevented.

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

1. Use colorful, meaningful material that activates and holds the attention of children throughout the entire learning process. Children with mental retardation are

characterized by underdevelopment of cognitive interests, which is manifested in their lower need for knowledge, i.e., in their interest in knowledge, than their normal peers. As a result, these children receive incomplete and sometimes distorted ideas about the environment. Use materials that are understandable to children with mental retardation. It is known that the first stage of cognition, perception, is poorly developed in children with mental retardation.

2. The material should be presented in a variety of forms, which will arouse the interest of students with mental retardation and increase their activity.

3. Allocate a lot of time to the process of recognizing, clarifying and generalizing the received information, since the main drawback is a violation of perception, the slow pace of which is noted compared to normally developing children. Mentally retarded children require more time to perceive the material presented to them (pictures, text, etc.). The slowness of perception is aggravated by the fact that, due to their mental underdevelopment, they practically do not distinguish the main thing, do not understand the internal connections between parts, characters, etc.

4. Support the child emotionally during the education of mentally retarded children.

5. When educating mentally retarded children, take into account the capabilities of each to the maximum.

6. It is necessary to take into account the increasing fatigue of mentally retarded children, not to overload them with a large amount of material, maintain an average pace of basic educational activities, and gradually present the material 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 should see and feel the care and support of his parents in everything, he should be given love and attention. Most importantly, the comprehensive development of the child's personality helps him adapt to the social environment. Thus, through corrective and developmental work, in particular, the formation of special memorization methods, the development of cognitive activity and self-regulation, it is possible to significantly improve the memory of mentally retarded children. Correctional work should cover the entire educational process of mentally retarded children. With the proper organization of special education and upbringing, many developmental defects 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 in children with mental retardation 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 his cognitive processes, such as thinking, imagination, perception, imagination.

During the work with children with mental retardation, it was shown that their memory is lagging behind in terms of volume development. One of the main characteristics of memory is its volume. Children with mental retardation have a short memory volume. When teaching children, they perceive very little information. The more the memory volume develops, the more it develops their cognitive skills. In order to develop the memory volume, the individual characteristics of the child must be taken into account.

Based on the above reasoning, it can be said that each child has his own unique characteristics and capabilities, and the correct direction of these capabilities can lead to the achievements of society. In this, the role of a defectologist is invaluable. Kindness and compassion are not only defined by charity, but also by providing opportunities for children with physical and mental disabilities to realize their full potential. Special education teachers should work in this area to the best of their ability.

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