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### **FEATURES OF MEMORY DEVELOPMENT IN CHILDREN IN PRESCHOOL EDUCATION WHEN LEARNING A FOREIGN LANGUAGE**

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#### **Abstract**

This article provides information about the features of memory development in children in preschool education when learning a foreign language. Also, ideas about the types of memory abilities of a child are expressed.

**Key words:** Visual memory, preschool childhood, verbal logical memory, ability column, special movement, speech and thinking, stanza.

#### **Аннотация**

В данной статье представлена информация об особенностях развития памяти у детей дошкольного возраста при изучении иностранного языка. Также изложены представления о типах способностей памяти у ребенка.

#### **Annotatsiya**

Ushbu maqolada maktabgacha yoshdagi ta'limda bolalarda xorijiy tilni o'rganishda ular xotirasining rivojlanish xususiyatlari haqida ma'lumot berilgan. Shuningdek, bolaning eslab qolish qobiliyat turlari haqida fikrlar bayon etilgan.

**Kalit so'zlar:** Ko'rish xotirasi, maktabgacha yoshdagi bolalik, og'zaki mantiqiy xotira, qobiliyat ustuni, maxsus harakat, nutq va fikrlash, band.



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**Ключевые слова:** Зрительная память, дошкольное детство, вербально-логическая память, столбец способностей, специальные движения, речь и мышление, строфа.

The law “On Preschool Education and Upbringing” was signed by our esteemed President on December 16, 2019. The law signed by the President defines the main directions of state policy in the field of preschool education and upbringing. In particular, the state guarantees the right of every child to undergo compulsory one-year preparation for general secondary education in state preschool educational organizations one year before entering a general secondary educational organization. In accordance with the law, a preschool educational organization can be a state or non-state organization.

Preschool educational organizations are organized in the following types:

General type preschool educational organization;

Multidisciplinary specialized preschool educational organization;

Preschool educational organization with inclusive groups;

Joint type preschool educational organization;

I believe that, making effective use of these opportunities, we should implement education based on the child's mental activity.

Memory is a mental activity and one of the types of mental activity designed to store, accumulate and reproduce information. The ability to store information about events in the outside world and body reactions for a long time and use it in the field of consciousness for the organization of subsequent actions.

Memory is the basis of human abilities, a condition for learning to acquire knowledge, the formation of skills. Without memory, the normal functioning of both a person and society is impossible. Thanks to his memory, perfection, a person has separated from the animal world and has reached the heights at which



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he is now. It is impossible to imagine the further development of humanity without constant improvement of this function.

Preschool childhood is a period of rapid development of all mental processes, which gives the child the opportunity to get acquainted with the surrounding reality.

Natural memory capabilities are largely manifested in preschool age. At preschool age, memory surpasses other abilities in the speed of development, the child studies a picture, sees an unusual object and begins to remember and reason about something from his life experience. The ability of preschool children to remember verses, riddles, riddles, fairy tales is explained by the rapid development of their natural memory. The child attracts attention to everything bright, beautiful, unusual. The child remembers involuntarily.

Observations of the mental development of children and special studies show that the child's memory develops with age, changes in volume and quality.

The development of memory is reflected in different stages of a child's life. An important moment in the development of the memory of an older preschooler is the emergence of personal memories. They reflect important events in the child's life, his successes in his activities, relationships with adults and peers.

An older child develops verbal-logical memory at preschool age. A 6-7-year-old child freely uses this to establish semantic connections when memorizing words. With the help of words, he divides objects or phenomena into a certain category, groups them, and establishes logical connections. All of these help to increase the volume of memorized material.

Visual memory-related to the storage and reproduction of visual images.

Auditory memory-related to the good memorization and reproduction of various sounds: speech, music



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Sensory memory-related to the ability to remember various things by holding, touching, and seeing them.

Visual-uses visual objects such as graphs, charts, pictures. It learns better in lessons by watching them mentally pictures situations and problems. It tends to remember things that are written down.

Auditory-retains information through hearing and speaking. It often prefers to be told how to do things. It summarizes key ideas out loud to help with memorization. It often has musical talents.

Kinesthetic-likes a “hands-on” approach to learn new material. Kinesthetic or tactile learners are always touching things and learn best by doing. Kinesthetic learners are constantly moving about and want to be touching the object they are learning from. In meeting settings, kinesthetic learners may stand out because of their need to move.

By the end of preschool age, the child develops elements of voluntary memory. Voluntary memory is manifested in situations where the child independently sets a goal for himself: to remember and remember. Elements of voluntary actions are the main achievement of a preschool child. The simplest example of the manifestation of voluntary working memory is a situation when a child carefully memorizes a poem before going to bed. Let's look at how voluntary working memory works. First, the child only states the task: “We need to remember the poem.” At the same time, he still does not have the necessary techniques for memorization. An adult gives them, organizing the repetition of individual lines, then stanzas, and also: “What happened next?”, “And then.” The child gradually learns to repeat, understand, connect the material for memorization, and eventually realizes the need for these special actions of memorization (repetition, observation of the sequence of sensations, etc.)



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D.B. Elkonin, children at the age of 3 years old are able to determine the purpose of memorization at the request of adults, and from the age of 4 they are able to independently distinguish the same purpose. The presence of the purpose of memorization and memorization is often observed only in preschool children.

Preschoolers resort to memorization methods, mainly at the age of 6-7. They are distinguished by attempts to form mental logical connections between the memorized words stands. This is confirmed by the nature of reproduction: during reproduction, the child changes the order of the objects given to him and combines them in a purposeful way. Additional visual images begin to appear in memorization.

Logical methods of memorization of E.O. Smirnova include grouping materials based on the temporal or spatial proximity of the elements of the memorized material, and then on semantic proximity.

We can also use various didactic games to develop children's memory. For example, with application games, mosaics. In these games, easily changing the places of pictures, combining them in different situations, thereby creating additional speech situations, helps to develop children's speech. Currently, lexical tables are used in schools and preschool educational organizations to develop speech. In addition to sound materials, lexical tables can also use visual materials in the form of pictures performed in a humorous, satirical manner.

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