



**DEVELOPMENT OF PROFESSIONAL MEMORY AS AN IMPORTANT FACTOR ENSURING PERFORMANCE EFFICIENCY**

Soatov Asadulloh Jabborovich  
 Kashkadarya Region Pedagogues to New Methods  
 Senior Teacher of the National Center for Education, P.F.F.D. (PhD)

<b>A B S T R A C T</b>	<b>KEYWORDS</b>
The article analyzes professional memory and its educational significance, the role of individual learning methods in the process of acquiring professional memory, the impact of interests in ensuring the effectiveness of activities, the importance of taking into account the interests, learning methods and individual qualities of students in educational activities.	Profession, memory, professional memory, learning methods, knowledge, skills, qualifications, interest, motive, component, will, need.

**Introduction**

Every pupil and student acquires the necessary knowledge and skills for future professional activities in educational institutions. In the process of mastering these qualities, they are required to have a good memory in order to remember, remember and recall information related to the science and field they are interested in. For this purpose, pedagogues and students should know information about the characteristics of memory, organize activities taking into account the qualities of individual memory in the process of working on it.

**Relevance of the Topic**

Today, students should be well aware of cognitive processes, especially knowledge of memory qualities, in order to acquire professional skills related to their field in the future. Being aware of knowledge about memory forms the ability of each person to retain information, the ability to recall it when necessary, and the ability to work with information, taking into account individual qualities. Being able to effectively use memory capabilities when working with information related to the professional field has a positive effect on the formation of professional skills.

In the history of psychology, the problem of memory and its underlying social factors has been researched by a number of psychologists of our country and abroad. Including scientific views on professional memory and its educational significance by G.Ebbenhaus, E.Erikson, K.G.Jung, K.Levin, K.Rodgers, A.Maslow, E.Fromm, A.R.Luria and other scientists, educational theoretical views on the methods of studying activity and the psychological significance of interest by N.A. Ribnikov, N.F. Dobrinin, N.D. Levitov, M.F. Belyayev, L.A. Gordon, L.I. Bojovich, N.G. Morozova, M.G. Davletshin, M. V. Vohidov, V. A. Tokareva, E. Goziyev and other scientists studied in his theoretical-methodological works [2].

Theoretically, human memory is divided into phenomenal and professional memory depending on the direction of mental activity. Phenomenal memory depends on innate qualities, and the possessor of such memory is able to recall information without difficulty or without scientific methods. By nature, this quality is innate and rare, so it is found in few people. The owner of a professional memory remembers knowledge related to his field better than information related to other fields. It would be more correct to define professional memory as "a type of memory that consists of a person's ability to remember knowledge, work activities, things and events, thoughts and opinions related to his profession and to recall them well at the time of need."

The development of professional memory depends on social factors, and every professional can have this quality through proper upbringing and education. For example, a teacher acquires knowledge of his subject at the level of competence through constant work on himself, bank employees can remember multi-digit numbers well through the skills acquired due to their work, a mechanic adjusts car parts. and a deep knowledge of their working mechanisms, a musician's ability to remember music tunes are among these.

Psychologically, many internal and external factors directly and indirectly affect the formation of professional memory. Below we will focus on such important effects.

The formation of professional memory depends to a large extent on which sense organ a person relies on in the acquisition of information and which one is superior in the field in which he is engaged. If a person's active sensory organ in the assimilation of information provides an advantage in his work, the process of acquiring professional memory will be somewhat accelerated.

In this regard, the five types of memory that humans can rely on to receive and absorb information: visual, auditory, kinesthetic and, in part, the role of sense of smell and taste is special. Among these types of intuition, the most important are visual sensations. 80% of the knowledge that a person can acquire corresponds to the share of visual sensations. Through visual sensations, we master words either by reading textual information, or in image and image form, i.e. visual. Today, human beings prefer to receive the necessary information via video on the internet, visual i.e., rather than reading verbal i.e. textual information. From this it can be concluded that for people of today's Era, Learning in visual form through visual sensations is dominant over the verbal i.e. the method of learning by reading a text. Learning through auditory sensations is also important in the development of professional memory. This method of learning dominates more musicians and representatives of the art sphere. An example of this is the fact that the singer, singer and composers, as soon as they begin to hear new music, can say the author, performer of the music and all the additional information associated with it.

Learning through kinesthetic sensations is more often observed in professional people engaged in practical activities. Masters tuning various techniques, craftsmen making objects have become the owners of professional skill as a result of repeated and repeated performance of work actions. An aspect of professional memory in them that differs from other field owners is conspicuous in being able to remember every practical action they perform and be insecure in the process of its re-execution.

Learning through the senses of smell and taste will be well developed in Cooks, confectioners, holvapaz, degustators, attors, gardeners, florists and the like. One of the things that is best preserved in human memory in psychology is odors. Therefore, learning through this intuition will also be well developed in people who operate in other areas. Taste sensations are also formed in every person in relation to products that they constantly consume. Professional memory in this area is observed in

people with a well-formed nature of knowledge and perception of smells and tastes at a professional level.

Statistics show that 10% of people remember what they read, 30% remember what they heard, 50% remember what they read, 70% remember what they spoke, and 90% remember what they did. In order to have good memory, it is necessary to purposefully use all the learning methods listed above. That is, the more sensory organs and learning methods are involved in the learning process, the more solid memory the acquired knowledge is preserved.

This means that the development of professional memory requires a person to regularly work on himself and constantly improve professional skills, correctly choosing methods of learning according to his individual characteristics.

Professional memory also depends on the volitional qualities of a person. Weak, weak-willed, people remember information superficially and sluggishly, since they worked little on themselves. On the contrary, strong-willed people who diligently enter into mastering the material will carefully and deeply remember the knowledge of the field. It is by directing volitional energy towards the goal that a person develops his mental level, knowledge, training, thinking skills, skills and habits. Therefore, the power of professional memory is directly related to the psychic characteristics of the individual. The individual consciously regulates and improves his memory properties in the process of systematic implementation of the goals and objectives set before him[6].

For the formation of professional memory, it is important that a person is able to correctly choose the type of activity appropriate to his competence. The correct choice of profession and orientation to the profession cannot be imagined without educational processes. Because education is the process of giving knowledge, generating skills and skills, and is the main means of preparing a person for life and work. A person receives information, knowledge and is brought up in the educational process. Professional orientation it is primarily the formation of skills that are specific about those professions in order to provide the professional with information, knowledge, to make him acquire the profession in which he is interested. The result of the educational process is that it leads a person to find his place in society, to achieve specific goals during his professional career[2].

The peculiarly attractive aspects of professions always intrigue the generation with a predisposition to the profession. Only young people with conscious interest in this will be able to correctly choose a profession suitable for their ability. The role of educators in this process is special. Educators should provide children with the knowledge they need to give in the lesson using methodological techniques that can serve to achieve the result by making it interesting. Children raised by such educators become individuals who can make big news from their own interests. From this point of view, taking interest as one of the leading needs in the profession arises from the necessity associated with the desire of a person to achieve something. On the basis of this need, professional memory develops.

Theoretically, interests are said to be emotional manifestations of the needs associated with the cognitive process of an individual. Interests play an important role in the development of professional memory. Because it represents the power of inclination towards the content of the object of activity. This power of inclination responds to the individual's need for knowledge and forces the active satisfaction of the ways and methods of satisfying the "thirst for knowledge and understanding" that occur in the individual[3].

Interests are divided into types, depending on their content, purpose, width and consistency. Interests are divided into personal and social types according to their content. Despite the fact that a person's

personal interest is primary in origin, he also acquires the character of sociality in an era itself. The interest of a person in his professional activities will ultimately bring us a favor for society. The individual satisfies his individual need by creating something new because of his interest. The created novelty has social significance and serves to further improve the development of the industry. Therefore, personal interests become more social interests as they improve. Society, on the other hand, should encourage those who receive education to actively know and develop interest in socially significant labor activities. [5].

Interests are classified according to their purpose into direct and mediated interests. Indirect interests arise due to the emotional attractiveness of the object. Mediated interests arise when the real meaning of an object and its significance to the individual are appropriate. The emergence of this interest is the need for cognition, which is associated with the awareness of the purpose of the Activity[4].

In order to develop the professional skills of students through direct interest, the course processes should be organized in such an interesting form that they can attract the attention of the learners. And mediocre interest depends on the purposeful choice of the area of study of students and the fact that they consider it an important need to have professional skills. Hence, while the arousal of direct interest is due to how qualitatively the educational process is established in educational institutions, the Mediated interest is due to the personal qualities, conscious goals and individual characteristics of the learners.

According to the scope of interests, they are divided into broad and narrow interests. A broad interest is an interest in many areas of activity rather than in one field or activity. Some people may have specific interests. This is a narrow interest. A variety of interests is one of the best means of changing activities to restore energy spent on work [1].

Of course, in order to develop professional memory, a person should have a wide range of interests. Because in today's era, when all fields are becoming integrated, no field can be studied completely in isolation. Therefore, in order to gain deep knowledge and skills related to their field, future professionals need to have a certain level of knowledge in other related fields and sciences.

Interests can be stable or unstable depending on the level of duration. Fixed interests are interests that last for a long time. Also, interests that fully manifest the basic needs of a person and therefore become an important feature of a person's psychological image are stable interests [1].

Sustainable interests are a type of interest that requires continuity, and it has a special role in the acquisition of knowledge related to the professional field. Unstable interests quickly cool people who set themselves a long-term goal from the desire to achieve the goal. Because the loss of interest turns a fun process into a boring exercise. Since the knowledge of the desired science and field requires a long-term learning process, i.e. regularity, students should enrich their professional knowledge by having stable interests.

## **Conclusions and Recommendations**

Based on the above scientific views and considerations, it is appropriate for students to pay attention to the following in the development of professional memory:

the correct choice of effective learning methods in the assimilation of information;

ability to direct willful qualities towards the goal;

to be able to correctly choose the type of activity suitable for one's ability:

it is necessary to be able to use the types of interests related to the content, purpose, breadth and strength in order to acquire professional skills.

In short, in order for students to achieve success in professional activities, they should master the above-mentioned components at the level of competence. Their professional memory develops in the harmony of these competencies. A developed professional memory serves to effectively acquire knowledge and skills related to the activity a person is engaged in. Acquired qualities stimulate the development of cognitive processes in a specialist.

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