



## PUPIL'S MEMORY DEVELOPMENT

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### *Abstract*

*We all have passed through our childhood to reach maturity. Perhaps many times we should have memorized some things, but without realizing we have forgotten them. Memory occurs in different ways, but for a child, memory is closely related to language, especially in the educational space. Of course, it is part of our lives and without memory we could not be defined as a personality, as an identity in this world. This work aims to provide us with information about memory and its development in the child's life. In the present, it is a real challenge for students to memorize and update educational information, with all the changes and changes that the educational system passes through.*

Keywords: memory; pupils; development period; educational process; early education

### **Introduction**

All information processing models are based on a memory theory. Children can learn through their experiences if they manage to retain, in some way, information from these experiences over time. To be taught, information must first penetrate the brain through the senses. Once there, it can be lost and can be forgotten. Alternately, the information may be subjected to other mental processing in which it is encoded and stored for later recovery when needed (Harwood, Miller, & Vasta, 2010, p. 344).

Memory changes with development. The memory capacity of newborns and younger children is rather limited compared to older children. Thus, the development of memory - of how information is stored, stored and recovered -

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and its effects on children's ability to process information have been the central point of information processing theory (Harwood, Miller, & Vasta, 2010, p. 344).

Memory includes certain well-defined forms. From the point of view of the duration of memorization there are three forms of memory (Cosmovici & Jacob, 2008, pp. 138-139):

a. The very short memory is in fact inertia of sensory excitation that persists up to 0.25-0.50 of a second and makes it possible to merge images into projected films.

b. Short-term memory ensures that an image can be stored for up to 18 seconds if it is not paid attention. It makes it possible to sense a song and comprehend a long phrase, which is why some characterize it as "working memory".

c. Long-term memory, however, is usually of interest to us because it can preserve impressions for years or even life. There is a lot of evidence that memory contains all the information received, having an unlimited capacity. It fixes everything that happens to us: daily events, what we read from books, magazines, what we see at shows, the emotions we live through, events, our thoughts, etc. There are also recorded social events, the mentality of the people we belong to, skills and other aspects of everyday life, but unfortunately we cannot remember everything.

Long-term memory can be divided into two components: episodic memory - recording all the everyday or special events of our lives and semantic memory, that is, the memory in which all knowledge accumulated more or less systematically (Cosmovici & Jacob, 2008, pp. 138-139).

### **Childhood memory development**

#### *1 to 3 years of age*

Specialists draw attention to the importance of creating situations that interest the child. C. Rovee-Collier (*cited in Bonchiş, 2007*) suspended mobile toys over the bed and gave the child the opportunity to control the movement of the toy balancing through the movement of the legs. After a period of interruption of "play", the author placed the children back in the initial situation, with the following results:

1. The retention phenomenon is present in children aged 2-3 months;

2. Performance depends on the age and duration of the discontinuation period: for children aged 2 months, the decrease occurs after 2 days of discontinuation, and the 3-month-old children are recognizable after a 1-week break.

We outweigh the baby's first year of life, characterized by a psychophysical leap forward, with short-term markings, where processes and ascendant developments notifies changes that occur quickly and with great consequence to highlight the relationship between quantitative and qualitative acquisitions in the physic motor and cognition plan that occur in pre-school education (Verza, 2017, p. 162).

In the ante preschool stage (1-3 years) there are many psychic transformations and behavioral conditioning determined by the cultural-social level of the child's age, habits, mentalities, types of communication and language specific, which demonstrate the assimilation of specific influences environment (Verza, 2017, p. 163). By the end of the second year of life, sensory-motor intelligence is the premise for placing the child in a universe of permanent, well-defined, well-structured space-time objects (Verza, 2017, p. 163).

The appearance of the semiotic function gives the child the opportunity to represent the world through mental images, words and gestures. Also, there is a memory of evocation that reflects the sensory experiences of children, updated with names of people, placement of objects, with certain events in their lives. The manifestations of the memory are spontaneous and involuntary, and certain concrete aspects that are related to their wishes and interests are memorized, the child being unable to set goals related to memorization and recall purposes (Verza, 2017, p. 163).

Between the age of 2-3 years there is an increase in children's references to events in the distant past, and the events that mark the child very emotionally, come out of the infant amnesia: the birth of a brother / sister, the death of a very close person, institutionalization, major changes - for example, divorce of parents (Verza, 2017, p. 163).

The authors (Schaffer, 2005) mark the important contribution of adults in supporting autobiographical memory - through parent-child discussions it teaches that:

- the past is important,
- that some narrative techniques are needed to share memories,
- memories can be useful for tracking each person's personal aspirations.

Thus the child becomes more competent in organizing memories and updating them in a form that can be communicated (Golu & Golu, 2003).

*Age between 3 and 6 years*

It is characterized by an intense development:

A. Remembering

- is easily achieved due to the pronounced plasticity of the nervous system;
- the information has a specific character, imprinted by the situational character of thought;
- It is involuntary, unintentional, and any memorizing tasks are fixed by the adult; the child's tendency to remember mechanically;
- the child gets higher memory stories for objects, then for words with concrete significance, and the last place is the objects and words whose significance is unknown. These differences disappear with age.

B. Storage

- Increases with age as a result of nervous system progression and child engagement by adults in multiple mnemonic tasks;
- The latent period of recognition increases from a few months for the 3-year-old child, 1 year for the 4-year-old and 2-year-old for the 6-year-old, the events with a strong affective charge being kept alive;
- Participation in educational programs leads to progress in the semantic and procedural memory.

C. Upgrading

- is experiencing intense development. At the request of the adult, children can reproduce poems, stories or events;
- Confusions, inaccuracies may occur, but these are fewer if we compare them with the previous period;
- even save and update processes can occur - repeat the material.

An important feature is the emergence of the conscious and voluntary memory, the transition from pre-school to the younger schoolchild, being a true turning point for the performance of voluntary memory. Istomina (*cited in Bonchis, 2007*) notes different forms of behavior in children of different ages:

- at the age of 3 to 4, the child accepts the role of buyer, but not the tasks - the purpose of storing and transmitting information is absent;
- between 4 and 5 years of age accepts the role and the task, but procedures do not apply to ease storage and updating;

- between the ages of 6 and 7, the child accepts the pregnancy, uses procedures to memorize and returns the call to the experimenter's help.

*Age between 6 and 10 years*

Memory refers to setting school information as the student recognizes and reproduces orally or writing what has been memorized. Fastening, recognition and reproduction are directly related to the level of intelligence development in the child. Everything that stays in memory without the student understanding, discovering the causality, is quick to look. This is short-term memory.

The memory of the little schoolgirl is based on the concrete, perceptible. Therefore, the use of pedagogic material with drawings is highly indicated. In this way there is a concrete-sensorial fixation that is fragmented by insignificant details (related to the period of concrete in the student's thinking). The child keeps the information that impressed him most. Later, the pupil will organize his selective memorization activity. In contrast to the imitative mechanical memorization, the logical character of the memory develops - the student understands what he has memorized.

The memory has between 6 and 10 years of age the following characteristics (Golu & Golu, 2003):

- Increases the active character of memory by the fact that, especially third and fourth grade pupils, tend to extract what is important from the material to be taught, and the pupils form a few basic menses such as: the main ideas of a text, the drawing of a reading plan, the formulation of phrases with own words, etc.;
- Progressive dominance of voluntary memory that is better suited to school tasks, these tasks being sometimes quite difficult;
- Making a better connection with thinking and increasing the role of logical memory;
- Students realize that in order to keep a material in memory it is necessary to repeat it, but in the 1st and 2nd grade the teacher must ensure its realization.

### **Conclusion**

In conclusion, memory is operational from the first few weeks, and its form of recognition is related to action and skills. Infants have the ability to retain some elements, because their memory has a context-dependent feature.

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