

THE FUNCTIONING OF MEMORY AS THE BASIS OF LITERARY CREATION

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Abstract: The aim of the study is broadening the scientific understanding and also changing the traditional research paradigm regarding role of memory in the process of literary creativity. The article attempts to summarize the main results of an experimental study of regulatory memory in the process of literary creativity of preteens. Regulatory functions are defined as a specific aspect of memory manifestation, which is the construction and regulation of activities performed, as opposed to the cognitive functions that provide for storing, transforming, preserving and updating information in the form of reproduction and recognition, which forms the traditional aspect of studying memory. It is established that the regulatory functions in the process of literary creativity is to organize the structural components of this process. The specifics of memory functioning in the

structure of the author's and readers' literary creation of schoolchildren are analyzed. As the ways of activating the literary creativity are determined the formation of skills of processing verbal information with a mnemonic purpose, mastering algorithms of logical operations, enriching the active vocabulary, assimilation of the structure of texts of different types. The study provides a theoretical and methodological basis for creating of new development programs for children of all ages.

Keywords: memory, regulative functions of memory, activation of literary creation

Introduction.

Modern society, which is actively developing new fields of knowledge, needs creative personalities. Only a

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creative personality is able to develop new theories, offer new directions of development, find original ways of getting out of difficult situations. Therefore, one of the most important tasks of psychological science at the present stage of its development is to solve the problem of developing a creative way of thinking. New conditions and prospects for the development of society, general tendencies of scientific, technical and economic progress place new demands on the education of the younger generation.

In the search for ways of forming a creative personality, we have chosen one specific aspect – the role of memory in the literary creativity of preteens. Modern psychology considers the functioning of memory as the most important condition for the effectiveness of purposeful human activity. A specific aspect of memory manifestation, which is the construction and regulation of the activity being performed, is defined as a regulatory memory functions, in contrast to the cognitive functions that store, transform and update information in the form of reproduction and recognition, which is the traditional aspect of studying memory. Our basic assumption

was that memory is included as a necessary element in the course of all other mental processes in the structure of literary creativity. Memory performs not only the function of storage, but also the function of selection and active transformation of human-perceived information, and regulates this activity. Regulatory memory functions are emerging as a result of optimizing her work and contribute to improving the literary and creative activities of teenagers through the organization of its structural elements and control the process of information processing. The purpose of the article is to expand the scientific and practical understanding of the role of memory in the literary creative activity of preteens.

Literature Review

Our research was organized on the basis of the modern systematic approach, according to which memory as the basic substructure of any activity, including creative, largely determines both its course and its result. Of particular importance to memory among other mental functions of a person, according to researchers, is that no

function can be performed without the participation of memory.

In modern memory theories, the focus is predominantly on the representation of cognitive memory models (J. R. Anderson (1980/2002), A. Budley (2011), P. Lindsay and D. Norman (1974/2008), etc.). Ukrainian and Russian Psychology focuses on the study of the role of memory in the organization and regulation of cognitive processes and activity in general (S. Bocharova (2007), M. Kuznetsov (2005), G. Sereda (2010), etc.). In modern studies (V. Zinchenko (1961/2010), T. Zinchenko (2002), L. Cheremoshkina (2002), etc.), memory is represented as an active process that performs not only the function of storage but also the function of selection and active conversion of information. These studies are important preconditions for the development of clearer ideas about the regulatory functions of memory, past experience in human creative activity.

Traditionally, the studies of the creative process focused on identifying and describing the psychological mechanisms of creativity, the driving forces, and components of the creative process (S. Gruzenberg (1924/2010), Y.

Ponomarev (1976/2008), P. Engelmayer (1910/2010), etc.). However, the vast majority of research on the creative process has been done from the standpoint of the psychology of creativity and does not take into account the achievements of memory psychology.

Many researchers have paid attention to various aspects of the development of children's literary creativity. The Ukrainian scientist T. Khomulenko (1990) has found that the logical memory plays an important role in the development of children's ability to analyze a text. Memory functioning has been found to be important for understanding a text (V. Nishanov (1990), for the perception of literary image (G. Shakirova (1990), for emotional involvement in the content of a literary text (Y. Kulutkin and G. Sukhobskaya (1971), etc.), for the successful literary activity (M. Kanevskaya and L. Firsova (1990), etc.), for expanding the children's vocabulary (L. Ermolaeva-Tomina (2005), etc.). However, theoretical analysis showed that the role of memory in the structure of literary creative activity is not well understood at present in psychology.

Requires also special study of the possibility of activating the literary creativity of children by optimizing memory.

Methodology.

The subject, purpose and objectives of the study have determined the usage of the complex of theoretical and empirical methods, which include:

1) Theoretical analysis of scientific publications by leading experts in the field of memory psychology and psychology of creativity without any time constraints;

2) methods of empirical data collection:

- ascertaining experiment - to study the features of functioning of memory of children in different types of literary creative activity;

- formative experiment - to evaluate the dynamics of memory development and the success of performing literary creative tasks in the process of learning by ordinary and experimental programs;

- expert evaluation of the products of literary and creative activity of children - to identify the regulatory

influence of the mnemonic system on the success of performing literary creative tasks;

3) methods of mathematical and statistical processing of the obtained data: correlation analysis, variance analysis, analysis of differences.

Discussion

The study has involved 140 children aged from 10 to 12 years, including 38% of 10 year-old, 49% of 11 year-old and 13% of 12 year-old children; 63 boys and 77 girls.

The purpose of the ascertaining study was to identify relationships between indicators of literary development, memory functioning, and creativity. This made it possible to predict the development of regulatory memory functions in the process of teaching of children to literature in school.

The study used G. Kudina's technique to assess the level of literary competence of children. To evaluate the mnemonic abilities, we used a subtest to determine the mnemonic abilities of the test of the structure of intelligence (TSI) of R. Amthauer. To evaluate the ability to mediate remembering, the method of

pairwise associations in P. Zinchenko's modification was used. To determine the remembering coefficient of the prose fragment, we used the method of retained members. As a supportive technique, we used an own questionnaire to assess emotional intelligence. The level of creativity of the studied was determined using the following methods: verbal and imaginative creativity were determined using the test of E. Torrens in the modification of O. Tunic and remote association test (RAT) by S. Mednik. Personal creativity was determined using the express method of D. Johnson. There was also offered a self-assessment of creativity using the test of personal creativity O. Tunic to research participants. Expert evaluation of the products of literary creativity of preteens was used to determine the success of their literary creative activity in the process of researching regulatory memory functions. The Spearman correlation coefficient was used to identify the relationship between the different indicators. The Mann–Whitney U-test was used to evaluate the differences between two independent group by one parameter.

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Analysis of the results of preteens' reading activity on the reproduction of the author's position in the lyric work according to the method of G. Kudina showed that the level of literary development not only depends on the amount of previous experience, but also reflects the ability of the subjects to reproduce, integrate and use it in solving problems. Understanding the lyrics is impossible without actualization in the memory of the reader of the necessary vocabulary, a sufficient range of knowledge and life experiences, relevant reading experience and experience of the author's work, versatile emotional activity. A relationship between the ability to identify the emotional tone of the text and an indicators of mnemonic abilities by R. Amthauer substest ($r = 0.21$; $p \leq 0.05$) was discovered. This correlation is mediated by semantic processing of verbal material.

The analysis of the results of the preteens' writing of the texts of different types (such as, narration, essay and description) has shown that the memory functioning is an internal precondition for the successful creative activity. A positive correlation between the

manifestation of mnemonic abilities and the quality of the narration- ($r = 0.27$; $p \leq 0.01$) and essay-type ($r = 0.17$; $p \leq 0.05$) texts has been found. This connection is determined by the efficiency of the arbitrary logical memory activated when writing the narration- and essay-type texts, as well as when accomplishing the tasks of R. Amthauer's mnemonic subtest. The lack of correlation between the remembering index with the quality of the description-type text ($r = 0.09$) is determined by the specifics of the operating structure of the preteens' activity when writing the description-type text. To write such a text it has been necessary to activate, first of all, the figurative memory. It has also been found that the level of indirect remembering under P. Zinchenko's method of pair associations correlates with the quality of the narration- ($r = 0.23$; $p \leq 0.05$) and essay-type ($r = 0.27$; $p \leq 0.01$) texts.

Analysis of the results of reproduction of texts of different types: a narrative text, a narrative text with elements of essay and a narrative text with elements of description – showed that memory in the structure of this type of creative activity operates at all stages

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of work with the text. Memory organizes the logical processing of text in the process of understanding and memorizing the sequence of its elements and regulates the quality of text reproduction. Significant positive correlations were found between memory performance and creative performance of preteens. The demonstration of mnemonic abilities is connected with the estimates of the reproduction of the narrative text ($r = 0.39$; $p \leq 0.001$), the narrative text with essay elements ($r = 0.37$; $p \leq 0.001$) and the narrative text with description elements ($r = 0.39$; $p \leq 0.001$). These correlations are determined by the presence of skills for the semantic processing of information. The indirect remembering ability is also associated with the quality of exposition of the narrative text ($r = 0.17$; $p \leq 0.05$) and the narrative text with essay elements ($r = 0.19$; $p \leq 0.05$).

In the course of the study we found significant positive correlations between estimates of imaginative creativity and quality of text-description creation, due to the level of development of imaginative memory. The observed relationship between estimates of

personal creativity and success creating all types of texts are caused by the volume of previous experience and the degree of systematization. It ensures the readiness of the memory to reproduce, integrate and use previous experience into creative activity. The correlations found between the level of verbal creativity and the quality of the creation of essay, the reproduction of narrative text and narrative text with elements of essay can be explained by the range of linguistic experience and the effectiveness of the overall mechanism of association. The relationship between emotional intelligence scores and the quality of text-narration, text-description, and reproduction of all types of text is due to the presence of some emotional experiences in the subjects. he revealed connections made it possible to conclude that children who received higher marks of creativity are more capable to rationally organize the work of their memory due to the skills of semantic processing, generalization and systematization of information. It gives them speed, flexibility and originality in performing creative tasks.

In the course of the study we found the gender specificity of memory

functioning in the literary and creative activity of preteens. Girls, compared to boys, were found to have a higher level of created texts of all types. Girls have a higher level of literary development in terms of determining the emotional tone of the text, mnemonic abilities and ability to mediated memorization, and also higher estimates of personal creativity. The findings indicate that girls have an advantage in developing semantic memory, language abilities, and in the processing of emotional information, which can be explained by the peculiarities of language development and upbringing of girls and boys according to their gender role.

The differences between the results obtained by groups of fifth-graders and sixth-graders are also revealed. Sixth-graders have significantly higher personal creativity scores than fifth-graders. This is due to the presence of sixth-graders greater student and communicative experience, which in their behavior provides greater flexibility, ingenuity, agility and is evaluated by the expert in the observation process as signs of creativity. Sixth-graders have a higher level of verbal creativity due to a greater

volume of vocabulary. Sixth graders have a higher coefficient of mediated remembering, which indicates a higher rate of associations building, the ability to purposeful association. This can be seen as a result of the spontaneous development of memory in the learning process.

We compared preteens with high and low ability to produce texts. The results of the comparison have allowed us to conclude that the preteens with a high text writing ability have a higher individual creativity ($U = 84.5$; $p \leq 0.001$). They feature a higher level of the literary competence: thus, they can better identify the lyrical hero ($U = 202.0$; $p \leq 0.05$) and emotional tone ($U = 194.5$; $p \leq 0.05$). These preteens have a higher level of the emotional intelligence ($U = 172.5$; $p \leq 0.01$). The preteens with a high text writing ability can better reproduce the texts of the following types: narration ($U = 67.0$; $p \leq 0.001$), narration with essay elements ($U = 96.5$; $p \leq 0.001$) and narration with description elements ($U = 52.0$; $p \leq 0.001$). This group of children also feature a higher level of the mnemonic abilities ($U = 181.5$; $p \leq 0.05$) and indirect remembering ($U = 170.5$; $p \leq 0.01$). The obtained

results allow us to define as conditions of successful execution of creative works by preteens a high level of personal creativity, the presence of reading experience and emotional experience, the presence of mnemonic abilities and ability to mediated remembering.

An analysis of the differences between the results obtained in the groups of preteens with high and low ability to mediated remembering showed that more developed mediated remembering is associated with a higher level of development of verbal creativity. More developed mediated remembering is associated with a higher level of development of mnemonic abilities that provide speed, accuracy and durability of remembering information. There is also a relationship between the level of mediated remembering and the level of execution of creative tasks of different types, which is ensured by the readiness of the memory to reproduce and use the previous experience in connection with the task.

Comparing the test results of preteens with high and low personal creativity scores showed that teenagers with high creativity scores have a higher level of literary development. This is due

to the volume, degree of generalization and systematization of previous experience, which ensures the adequacy of interpretation of the reading text. This group of children has higher emotional intelligence. This lets them to choose of the most appropriate way of behaving in situations of social interaction, which often turn into creative tasks that do not have an unambiguous solution. They also have a higher level of mnemonic abilities ($U = 474.0$; $p \leq 0.05$), which is due to the developed skills of semantic systematization of information. Semantic systematization is a condition for further successful reproduction of information and its use as a means of solving the task by transferring it to new conditions. Semantic systematization is also a prerequisite for building new ideas on this basis. This confirms the higher level of performance of literary creative tasks of all types by preteens with high level of personal creativity.

We have studied the peculiarities of literary development, creativity and functioning of the mnemonic system of preteens, depending on the manifestation of mnemonic abilities. The study found that preteens with high levels of mnemonic

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ability also have a higher rate of mediated memory compared with peers with low levels of mnemonic abilities: the words reproduction coefficient in an arbitrary order ($U = 202.0$; $p \leq 0.01$) and the coefficient of reproduction of word-objects when experimenter is reading the words-supports ($U = 218.0$; $p \leq 0.01$). They have higher levels of verbal creativity ($U = 198.5$; $p \leq 0.01$) and emotional intelligence ($U = 263.0$; $p \leq 0.05$). These children better define the emotional tone of the text ($U = 276.0$; $p \leq 0.05$). The preteens with a high level of mnemonic ability demonstrate a higher quality of reproduction of texts of different types: text-narration ($U = 155.0$; $p \leq 0.001$), text-narration with elements of essay ($U = 190.5$; $p \leq 0.001$), text-narration with description elements ($U = 165.5$; $p \leq 0.001$).

Testing techniques applied allowed us to evaluate the literary development, development of memory and creativity of teenagers under study and to identify certain patterns of functioning of the mnemonic system in the process of literary creativity. Children who have sufficient information base for creativity and adequate interpretation of literary works

have achieved high results in literary and creative activity. They have developed skills of semantic information processing. These children are also capable of applying rational methods of mnemonic activity.

The results of the ascertaining experiment have led us to suppose that by optimizing the memory work in the process of studying literature at school, it is possible to activate literary creative and to improve the quality of children's creative work. A development program has been developed to test this assumption. During the implementation of this program, the following tasks were planned: increasing the level of logical memory culture; developing skills of mnemonic processing of verbal information; enriching the children's vocabulary; developing the ability to work with text; assistance the production original ideas and unexpected associations.

Checking the effectiveness of the development program involved assessing the dynamics of the following indicators: the literary competence on the example of independent interpretation of the lyrics (the ability to reproduce the image of the lyrical hero,

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the identification of a lyrical plot and lyrical modality of the text); the successful writings of various types; memory performance. The criterion for the development of regulatory memory functions in the process of literary creative activity was considered to be an increase in the level of success of performing literary creative tasks.

Participants in the formative experiment were 65 sixth-graders, including 36 girls, 29 boys. The experimental group included 34 participants, the control group - 31 participants. To clarify the absence of significant differences between the experimental and control groups, all participants were tested prior to the experiment. We used the following techniques: a subtest for determining the mnemonic abilities of the R. Amthauer intelligence structure test (TSI), the retained members method for the study of prose fragment remembering, and method of G. Kudina to determine the level of literary competence. An expert evaluation of the success of children's creative work was also carried out. By all indicators, no significant differences were found between the two groups, which confirmed the same initial

experimental conditions for all participants (Table 1). The formative experiment lasted four months.

Compared to the beginning of the academic year, after the end of the semester in the control group significantly increased the remembering coefficient of the prose fragment (T = 90.5; $p \leq 0.001$), mnemonic abilities (T = 77.5; $p \leq 0.05$) and quality of the

identification of a lyrical hero (T = 4.0; $p \leq 0.001$). Such changes in the control group can be explained by the influence of the normal educational process. However, no significant differences were found in the control group in the quality of the creative work and in the quality of defining the lyrical plot and interpretation of the emotional tone of the text.

Table 1

Indicators of the level of memory development, the quality of creative work and the literary competence in experimental and control groups before the forming experiment (in points)

Indicators	Groups of tested pupils		U
	Control (N=31)	Experimental (N=34)	
The coefficient of remembering of a prose fragment	31.2	33.7	419.0
Mnemonic abilities	55.0	59.7	439.5
The text-narration	74	7.9	428.0
The text-description	71	7.6	446.0
The text- essay	71	7.3	499.5

The identification of a lyrical hero	3	3.2	5	
	.1		11.0	
The identification of a lyrical plot	2	3.0	5	
	.9		00.5	
The identification of a lyrical modality of the text	2	2.6	4	
	.6		74.5	

Comparison of the data obtained in the ascertainment and control measurements in the experimental group revealed confirmed statistically positive dynamics of practically all indicators except for the quality of definition of lyrical plot and interpretation of emotional tone of the text. By our

assumption, these changes occurred under the influence of the development program, but, taking into account some changes that occurred in the control group, an objective conclusion could be made only on the basis of comparison of indicators of the two groups after the experiment (Table 2).

Table 2

Indicators of the level of memory development, the quality of creative work and the literary competence in the experimental and control groups after the forming experiment (in points)

Indicators	Groups of tested pupils			
	Control (N=31)	Experimental (N=34)		
The coefficient of remembering of a prose fragment	35.1	41.0	85.0	
Mnemonic abilities	59.7	74.0	25.0	.001

The text-narration	7.5	8.4	61.5	.05
The text-description	7.2	8.1	60.0	.05
The text- essay	7.3	7.8	28.0	
The identification of a lyrical hero	3.9	4.4	02.0	
The identification of a lyrical plot	2.9	3.4	60.0	.05
The identification of a lyrical modality of the text	2.4	3.0	91.5	

According to the data presented in table 2, the mnemonic abilities in the experimental group is significantly higher than in the control group. It indicates a more developed ability of preteens of the experimental group to consciously apply methods of logical processing of verbal information for mnemonic purpose. The experimental group of tested pupils demonstrates a higher quality of creative work: the creation of narrative type texts and descriptive texts. These data confirm that in the course of training in our development program preteens learn certain semantic structures and operations for their transformation, which become the standards of long-

term memory, act as regulators of creative activity for the creation of literary texts and provide a more competent realization of their own ideas. The experimental group of tested pupils demonstrated a higher quality of lyrical plot definition than the control group. It testifies to the learning by the children of the algorithms of logical operations, establishing the relations and connections between the elements of the text, generalization. The development program also helped to develop the skills of using these algorithms in working with literary text.

Therefore, in the process of implementation of the development program, the participants of the

experimental group have acquired the skills of processing verbal information with a mnemonic purpose. This has affected memory performance by providing more complete, coherent and logical sequencing reproduction of texts. Learning the algorithms of logical operations by children provides them with a literary activity - the ability to analyze textual information, generalize, draw conclusions. Mastering algorithms of logical operations provides in the author's literary activity coherence, logic and consistency of the created texts, ability to independently evaluate the quality of their own works.

Regular exercises for development of active vocabulary contributed to the accuracy of the use of words and the development of the ability to understand the expressive possibilities of linguistic units in literary text. The mastering of children as standards of structural diagrams of texts of different types, their genre and stylistic peculiarities, as well as operations of creative imagination, provided higher quality of creative works. The findings confirm the assumption that regulatory memory functions are a consequence of

optimizing her work and contribute to improving the literary and creative activities of children through the organization of its structural elements and management of information processing.

Conclusions and Future Study

Our study provides a theoretical generalization and new solution to a topical scientific problem, which is manifested in determining the features of the regulatory functioning of the mnemonic system in different types of literary creativity of preteens. Our task was also to find ways to activate literary creative activity by optimizing memory. On the basis of the obtained results the following conclusions are made:

1. Summarizing the data of theoretical analysis allows us to argue that the functioning of memory is an internal condition and mechanism of literary creativity. Elements of memory, in one form or another, are included in the work of every mental process in the structure of literary and creative activity, which makes the realization of their functions, as well as the relationship between them impossible without the participation of memory. In the reader

activity, memory processes provide an understanding of the literary text, emotional involvement of the reader in the content of the work. Memory is an information base of creative activity that preserves for a long time the person's acquired knowledge, emotional experiences, abilities and skills. It ensures the adequacy of text interpretation and writing skills. In the author's activity, memory processes provide the creation and preservation of the previous cognitive model-concept of a future literary work. Memory performs functions of forecasting and formulating the idea of the goal, the plan of its achievement; practical realization of the plan. This approach allows us to consider the regulatory functions of memory in the implementation of literary creative activity.

2. The success of various types of literary creative activity of preteens: reading and authoring - is connected with the functioning of memory. The level of development of the reader, which is characterized as his literary competence, was determined in the process of interpretation by preteens of lyrics on the basis of an assessment of the ability to reproduce the image of the lyrical hero,

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determine the lyrical plot and lyrical modality of the lyrical text. The relationship between the ability to determine the emotional tone of the text and the mnemonic abilities was found. The level of success of the author's activity was determined on the basis of the evaluation of the success of creation of texts of different types (narrative, essay and description) and written reproduction of texts of different types (narrative, with elements of essay, with elements of description). The success of creating narrative-text, text-essay and reproduction of all types of texts has been linked to mnemonic abilities. The success of reproducing narrative text and narrative text with elements of essay has also been linked to the level of remembering mediated by the formation of certain associations. The revealed connections allow us to claim that the mnemonic system performs the functions of organization of logical processing of text in the process of its understanding and interpretation in the reading activity, presentation of the sequence of elements in the written reproduction of the text, and regulation of the quality of the created text in the author's activity.

3. The manifestation of the personal, imaginative and verbal creativity of preteens determines the success of their literary creative tasks of different types and is related to the specifics of the operating structure of the activity, which was actualized by the mnemonic system in accordance with the tasks set. The level of personal creativity of preteens is related to the success of the author's activity in writing texts of all types through the range of previous experience and the readiness of the memory for its reproduction. The presence of such a connection is due to the ability of teenagers to rationally organize their memory due to the skills of meaningful processing, generalization and systematization of information generated during school education: the more thoughtful and generalized life experiences, the easier their elements are used in creative activities. The link between imaginative creativity and text-description success is mediated by the development of imaginative memory. For creating a certain image is necessary first to imagine it, recreate its details. In this case, memory as a repository of perceptual images and their elements and as a system of information processing

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provides search, selection, integration of elements into a coherent image. The connection of the development of verbal creativity with the success of writing a text-essay, the reproduction of narrative text and narrative text with elements of essay due to the degree of generalization and systematization of linguistic experience. It provides actualization of verbal potential in connection with the task. High level of verbal and personal creativity are also associated with all indicators of teenagers literary development.

4. Creative work of any type requires updating and integrating knowledge, ideas, elements of experience obtained from different sources, based on analysis and correlation with the conditions of the task. Various aspects of the functioning of the memory system provide this. The connection found between different manifestations of creativity and indicators of literary creative activity is due to the efficiency of functioning of the mnemonic system. Memory provides the processing of information and, consequently, the ease of reproduction and use to solve the task by transferring it to new conditions, which makes it

possible to build new ideas on this basis. The level of personal creativity (the ability to produce new ideas based on one's own experience) and the level of verbal creativity (the ability to combine elements of a situation that belong to mutually distant associative spheres) are associated with the level of mediated remembering. Personal creativity is associated with a level of remembering mediated by the semantic processing of stimulus material. Verbal creativity is related to the level of memory mediated by the formation of certain associations. The revealed connections suggest that the ability to rationally organize memory work through the skills of semantic processing, generalization and systematization of information, ensures the readiness of the memory to reproduce and use the previous experience and is a condition for the success of literary creative activity.

5. There is a gender specificity of functioning of memory of preteens in creative activity. Girls dominate in indicators of creativity and in all kinds of literary activities, due to the broader range of emotional and linguistic experience. The differences are due to the peculiarities of language

development and upbringing of girls and boys according to their gender role. A precondition for girls' success in creating different types of texts is the ability to reproduce, integrate and use their experience to produce texts due to a higher level of semantic memory development.

6. To confirm the possibility of activating the literary creative activity of preteens by optimizing the work of their memory, a development program was developed and implemented. The objectives of the development program were to increase the level of culture of logical memory of children, to develop the skills of mnemonic processing of verbal information, to enrich the vocabulary, to develop the ability to work with texts of different types, to facilitate the production of original ideas by memory. Checking the effectiveness of the development program revealed the positive dynamics of the following indicators: mnemonic abilities, the ability to determine the lyrical storyline, the success of writing texts-narration and texts-descriptions.

The data obtained during the formative experiment confirm the assumption that the regulatory

functioning of memory affects the success of literary creative activity of preteens through the organization of its structural components and management of information processing.

The study does not exhaust all aspects of the development of regulatory memory functions. We see prospects for further research in the study of the regulatory mechanisms of mnemonic abilities as individual features of memory in different types of children's creative activity. This will allow the creation of new development programs for children of all ages, aimed at intensifying creative activity, taking into account the age-old patterns of functioning of multilevel mechanisms of mnemonic abilities.

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