

THE INEXTRICABLE CONNECTION OF MODERN PSYCHOLOGY WITH PEDAGOGY

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ABSTRACT

Organizes the application of practical tasks from the field of pedagogical psychology to the educational and educational spheres of scientific data discovered through research on the contents of psychological traits of an individual as well as the patterns of manifestation and development of psychic processes. Particularly in this area, pedagogical psychology has had great success. This can be demonstrably demonstrated by the advances made in pedagogical psychology in recent years regarding the introduction of education in a new setting. It is well known that the educational work in all of our country's educational systems has altered significantly during the past 10 years. Opinions and thoughts on the unbreakable bond between contemporary psychology and pedagogy are kept in this article.

KEYWORDS: *pedagogy, psychology, development, stage, modern, feature, education, students.*

INTRODUCTION

It is becoming more commonplace to use newly developed, scientifically researched teaching strategies, such as interactive learning techniques with known problems. As a subfield of psychology, pedagogical psychology investigates the variables, rules, and processes that govern how education and upbringing have an impact on an individual. The field of pedagogical psychology, which investigates the psychological laws governing children's and adolescents' activities and behavior in educational settings, sits at the intersection of psychology and pedagogy.

Pedagogical psychology is a branch of psychology that studies the problems of education and upbringing. He studies the purposeful development of the individual, the psychological problems of cognitive activity and the upbringing of socially positive qualities in a person. The purpose of pedagogical psychology is to strengthen the rational developmental effect of teaching based on conditions and other psychological factors. Pedagogical psychology arose in the II-half of the XIX century. Researchers of Experimental Psychology have made a significant contribution to the development of pedagogical psychology. The development of pedagogical psychology as a

science was also motivated by the psychological directions that arose at that time. Behaviorist (see behaviorism) the direction of psychology takes the influence of the external environment on the educator and student as the basis for pedagogical psychology.

General and child psychology, pedagogy, and educational psychology are all inextricably intertwined. Educational psychology and educational psychology make up the bulk of pedagogical psychology. The role of memory, thinking, speech, imagination, and will in the educational process, as well as individual student characteristics (temperament, character, and interests), particular educational subject-areas, psychological principles of managing the educational process, and other topics are all studied in educational psychology. The study of the mental abilities that enable students to independently assimilate continuously updated information, ensuring that they do not lag behind scientific and technological advancements, is a crucial topic in contemporary educational psychology. The main task of the educational Psychology is to develop the issue of personality formation in the process of educational work at school. In it, special importance is attached to the formation of the moral qualities of the individual. Pedagogical psychology research is important in the selection of the content of educational material, the creation of educational programs, textbooks, the organization of a system of teaching methods at different stages of Education.

The forces that create, advance, and popularize the national idea are dependent on education's role in the process of improving an individual. The advancement of world science and the process of its improvement, as well as the innovations that are obviously expected to enter science, are further reflected in the science of pedagogical psychology. The study of educational psychology is now confronted with the resolution of significant theoretical tasks for the first time, with the main task being taken as the legal foundations:

1. One of the important tasks of pedagogical psychology is the further improvement of the educational process, the development of the psychological foundations of activation;
2. The study of the factors affecting the intelligence, will, the formation of it as a person of children of different ages in the educational and educational process;
3. To study the process of the formation of personality by students, the general conceptions and individual Differences of this process, the impact of various educational activities on students;
4. The process of education and upbringing is interconnected, determining in the process the conditions for the maximum development of mental abilities, moral qualities, the formation of emotional and volitional qualities of a person;
5. Independent acquisition of knowledge, development of psychological issues of in-depth or delivery of material;
6. Determination of conditions for the mutual Organization of cognitive activity;
7. Determination of the psychological foundations of self-education;
8. Determination of the personality of the teacher and the personality of the teacher, the qualities of the National Teacher;
9. Determination of the content of pedagogical knowledge, skills and qualifications, abilities and psychological processes of their development;

10. The process of self-education, national pride and patriotism consists in theoretically substantiating its psychological problems;
11. Also, along with world experiences, our national characteristics, the most advanced sides in it, the main thing is to communicate as much as possible with pedagogical educators, students, students, taking into account all the features of the student's personality, to provide knowledge and education, that is, to ensure a single pedagogical process, issues are also provided;
12. One of the most basic tasks of pedagogical psychology is the development of methods for determining the qualitative level of assimilation.

And the practical duty of pedagogical psychology is to consider the psychological conditions of mastering youth, psychological issues of upbringing, their youth, and individual characteristics when educating a child, to form knowledge, skills, and abilities in youth, to teach independent thinking, to form scientific dreams, to work on oneself, self-education, to form a love of young teachers for psychological research, and so on. On radio and TV programs, in magazines, through lectures and special shows, by speaking with the neighborhood, school, and parents, and through talks and lectures.

This is what we must achieve so that the general public can enjoy the psychological knowledge regarding the child's mental development. Only then will we be able to provide real education and education to young people and successfully implement it. Pedagogical psychology uses many techniques that are valid in general psychology, depending on the content of its subject. Because the search for the necessary evidence, the identification and proof of the reasons for their occurrence are carried out by means of various methods. Whatever the approach, these strategies are crucial for organizing a more in-depth study of the child for actual educational reasons as well as for private scientific research activity. The proper organization of educational work requires a thorough understanding of student personality traits, pedagogical psychology research techniques that serve as the foundation for the selection of each student's unique psychological traits, and the most effective and purposeful teaching techniques. It is preferred that pedagogical psychology techniques adhere to the standards set forth by psychological science's guiding concepts and procedures.

Each procedure, circumstance, and attribute that requires study should be examined by linking them to one another. Studying each of the investigated psychic phenomena from a neurophysiological perspective or by separating memory from attention, perception from thought is not conceivable. Without familiarity with the laws governing the growth of the researched psychic phenomena, it is impossible to study it thoroughly. Additionally, without understanding the characteristics of the mental development of children of various ages, it is impossible to explain and describe the uniqueness of the age range under consideration.

In Conclusion, A subfield of psychology called pedagogical psychology focuses on issues related to education and upbringing. He focuses on the purposeful growth of the individual, the psychological issues associated with cognitive function, and the development of socially desirable traits in a person. The material foundation of society, which is represented in a person's entire psyche and consciousness, is investigated alongside socioeconomic relationships within it as part of the verification process. Monitoring the shift from quantitative to qualitative changes in mental phenomena and the transformation from one qualitative state to another is essential

during the educational and training processes. For example: having studied the progress of the reader's psyche, one can find out the cognitive abilities of the reader, that is, the qualitative change in memory, thinking, reasoning, in the process of obtaining knowledge, accumulating experiences.

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