



THE RELATIONSHIP BETWEEN MODERN PSYCHOLOGY AND PEDAGOGY

Abdurasulova Diyora

Niyatqulova Maftuna

*3rd year students at Djizzak branch of National University of Uzbekistan named after Mirzo
Ulugbek*

Rashidova Gulnoza

Supervisor: Assistant teacher in the department of Uzbek language and literature at Djizzak

Annotation: *This article describes what Pedagogical Psychology is, when it was formed, and how it is related to Pedagogy and Psychology, as well as the work being done in this field. Key phrases include psychological perspectives, the learning process, psychological principles, Pedagogical sciences, and Pedagogical Psychology.*

INTRODUCTION

Pedagogical Psychology is a branch of psychology that deals with the study of educational and developmental issues. It examines the psychological problems involved in the development of an individual's goals, learning activities, and the psychological factors that contribute to positive social qualities. The aim of Pedagogical Psychology is to enhance the educational process and its positive effects on students by considering various psychological and other factors. Pedagogical Psychology emerged in the second half of the 19th century, when experimental psychologists contributed greatly to its development. As Pedagogical Psychology developed, various psychological perspectives emerged. Behaviorism, for example, became a basis for Pedagogical Psychology, as it focused on the impact of the external environment on teachers and students. Pedagogical Psychology is related to general psychology, child psychology, and pedagogy. Pedagogical Psychology is divided into educational psychology and developmental psychology. Educational psychology examines the role of memory, thinking, speech, imagination, and motivation in the learning process, as well as individual characteristics of students (temperament, character, interests), the specific features of teaching subjects, psychological concepts of teaching management, and other related issues. In modern times, it is important to teach students to develop their thinking skills, to be independent in obtaining information, and to keep up with scientific and technical advances. The main task of developmental psychology is to develop a person's personality during the educational process. It is important to develop the moral qualities of the individual. Pedagogical Psychology research is important in selecting educational materials, developing curricula, and designing teaching methods.



LITERATURE ANALYSIS AND METHODOLOGY

Pedagogical Psychology is related to the development of the individual, the development of national ideology, the development of national identity, and the development of the ability to convey this ideology to the public. Pedagogical Psychology is a field that is constantly developing and is affected by the development of the world and its progress. As a basic task, it must adhere to the legal principles and solve important theoretical problems in Pedagogical Psychology, such as:

1) developing and improving the psychological principles of the educational process;

2) studying the factors that influence the intellectual and emotional development of different age groups;

3) studying the individual characteristics of students, the general principles of the learning process, and the impact of various educational measures on students;

4) identifying the conditions for maximum development of intellectual, moral, emotional, and volitional qualities;

5) studying the psychological problems of independent learning, deepening knowledge, and developing skills;

6) identifying the conditions for mutual learning;

7) studying the psychological principles of self-education;

8) identifying the characteristics of teachers and national teachers

.9) The science of pedagogy involves identifying the components of abilities, skills, and competencies, as well as understanding the psychological processes of development and progress.

10) The practical task of pedagogical psychology involves addressing the psychological issues of self-education, national pride, and patriotism, taking into account the individual characteristics of young people, as well as their education and development, and teaching them independent thinking, the formation of skills and competencies, and the development of scientific concepts. It also aims to establish a psychological relationship between students and teachers, and to link the achievements of psychology to broader social issues, including families, educators, and students.

11) Along with global experiences, our national characteristics and their most important aspects should also be considered in pedagogical psychology. This involves more communication with teachers, students, and learners to understand their individual characteristics and provide them with scientific education and training, that is, to provide a single pedagogical process.



12) One of the most important tasks of pedagogical psychology is to develop the methods for identifying the level of self-realization. Its practical task is to take into account the psychological conditions of young people's self-realization, psychological issues in education, individual characteristics of children, and their formation of knowledge, skills, and competencies, independent thinking, scientific concepts, self-education, and the development of psychological activity of young educators.

We need to rely on the psychological sciences of broad community involvement in child mental development. This way we can provide real education and training to young people, and achieve success. Pedagogical psychology uses many methods from general psychology because finding necessary evidence, identifying their causes, and proving them can be done through a variety of methods. The choice of methods is not arbitrary, but it should be based on the individual characteristics of the student, as well as the most appropriate and effective methods for achieving the goals of educational activities. The methods used in pedagogical psychology should also meet the requirements of psychological principles and methods.

1. It is necessary to examine each process, situation, and characteristic in relation to each other. Examining every psychological event by separating it from its neurophysiological basis or attention, perception, and thinking is not enough.

2. It is impossible to describe and explain the characteristics of a particular era of development without knowledge of the laws of psychological development. Similarly, it is impossible to describe and explain the unique characteristics of a particular age group without knowledge of the psychological development of children.

CONCLUSION

During the examination process, the individual's entire psyche is examined, along with the social and economic relations of the society in which they live. In the educational process, it is necessary to observe the changes in the quantity and quality of psychological events and to monitor the transition from one quality state to another. For example, understanding the development of a student's psyche involves knowing their cognitive abilities, such as memory, thought, and reasoning, during the processes of reading, learning, and gaining experiences. || nashriyoti, 2011.

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