BASICS OF PEDAGOGICAL PSYCHOLOGY

Keywords: The object of pedagogy, psychology, pedagogy.

It is impossible to understand the human psyche and behavior without knowledge of its natural and social existence. Therefore, the study of psychology requires knowledge of human biology, the structure and function of its higher nervous system. Knowledge of the relationship between mental events and the activity of the central nervous system is reflected in the physiology of higher nervous activity. It is no coincidence that the laws of higher nervous activity are referred to when talking about the natural scientific foundations of psychology. Psychology is closely connected with the history and culture of society. Thus, the tools of labor and the sign system, which are the main historical achievements of civilization, played a decisive role in the development of higher mental functions in man. Knowledge of the basics of sociology also allows for a deeper study and understanding of the human psyche. This is confirmed by the rapid development of social psychology. In modern times, social psychology has penetrated into all areas of human relations, allowing to clarify how a person's social orientation behavior acquires mental properties.

The sciences of psychology and pedagogy are closely related. The main connection between the sciences of psychology and pedagogy is related to the closeness of the subjects of those sciences. The object of these sciences is the developing man. Psychology studies the laws of development of the human psyche. Pedagogy, on the other hand, develops the laws governing the development of the
individual. The upbringing and education of a person means the purposeful development of his psyche, thinking and activity. One of the factors that show the important interrelationship between the sciences of psychology and pedagogy is the similarity of their research methods. Many scientific psychological researches can serve as a tool for solving pedagogical problems. As a scientific discipline, psychology uses psychological knowledge to explain, interpret and systematize pedagogical facts. The results of pedagogical activity are revealed with the help of psychological diagnostics.

The science of modern psychology works in close contact with pedagogy in carrying out its general and specific tasks, and refers to the results obtained by the science of pedagogy. In modern times, the close connection between psychology and linguistics has become widespread. We see a clear manifestation of this in the emergence of psycholinguistics. Psycholinguistics is a field of science that involves a comprehensive study of speech behavior by psychologists and linguists. Compared to linguistics and speech psychology, psycholinguistics has its own subject of independent research. Psycholinguistics is more "psychology" than psychology. It is true that there is a long-standing field in psychology - the field of speech psychology. The subject of speech psychology coincides with the object and subject of psycholinguistics. Psycholinguistics is a very young science. It appeared in the late 50s and early 60s of the twentieth century. The "father" of the Soviet school of psycholinguistics was AA Leontyev.

Psychology is a multidisciplinary science. In modern times, there are various fields of psychology that develop relatively independently. That is why it would be more appropriate to use the term "psychological sciences" rather than "psychological sciences". Thus, every 4-5 years we witness the emergence of a new field of psychology. The most fundamental field of psychology is general psychology. General psychology combines fundamental psychological knowledge. The global issues that general psychology is interested in and need to address are the questions that need to be answered: What is the psyche? What is its structure and functions? What are the regularities of the psyche in phylogeny and ontogeny? What are the levels of development of the psyche and what criteria can be used to
determine them? What is the connection between the psyche and the brain? What is the role of congenital and acquired biological and social factors in mental development? What are the criteria that distinguish between normal and abnormal development of the psyche? In addition to studying the problems of the psyche as a whole, general psychology deals with the study of specific issues related to mental processes, mental states and properties.

One of the most important special areas of psychology related to specific activities and of high practical importance is pedagogical psychology. Pedagogical psychology studies the psychological problems of training, education and pedagogical activity. The most important problems to be solved by pedagogical psychology are to identify each sensitive period of children's lives and identify all the opportunities necessary for their development in that period, to reveal the relationship between learning and development, to reveal the general and age-related aspects of education and upbringing, from the study of psychological patterns that ensure the effectiveness of training and education, etc. consists of.

Another important area of psychological science that is closely related to pedagogical psychology is age psychology. Age psychology studies the dynamics, patterns of mental development from birth to the end of life, the characteristics of the development of mental processes and properties of personality in ontogeny. Age psychology has sections such as child psychology, adolescent psychology, youth psychology, adult psychology, old age psychology, and longevity psychology (herontopsicology).

Differential psychology is one of the special fields of psychology. Differential psychology is the field of psychology that studies, interprets, and explains the individual psychological and behavioral differences between people. The term "differential psychology" was first coined in 1900 by W. Stern. The main method of differential psychology was tests. Initially, these tests were individual tests, then group tests emerged, and then projective tests were created and used. Genetic psychology can also be referred to special areas of psychology. Genetic psychology studies the inherited mechanism of the psyche and behavior, their dependence on genotype. Age psychology, differential and genetic psychology together form the
scientific basis for understanding the laws of a child’s mental development. One of the most interesting areas of psychology in modern times is social psychology. Social psychology is a field of science that studies the system of interpersonal relationships in a particular social group in the process of interaction and communication, the reflection of that system of relationships in the psychology of the group as a whole, as well as the individual. Such knowledge is necessary for the psychologically correct organization of education. Legal psychology, which is one of the important fields of psychology, considers the study of legal norms and rules of behavior by a person, clarifies the psychological issues related to the realization of the legal system. His forensic psychology, criminal psychology, correctional psychology, etc. There are sections. Medical psychology is one of the special branches of modern psychology. Medical psychology studies the psychological aspects of a doctor’s activity and behavior, his hygiene, prevention, diagnosis, treatment, examination and rehabilitation.

The subject of psychology has long been the soul. However, in different periods, the concept of spirit has a different content and essence. The emergence of the concept of "spiritual world" is associated with the animistic views of primitive people. In the imagination of primitive people, the soul is not clearly separated from the body. These perceptions include life activities and consciousness, including sleep, death, heartbeat, and so on. was the result of a pre-scientific, primitive-materialist interpretation of events. Primitive people, who have difficulty explaining the causes of such events, accept their perceived appearance as its true essence. According to ancient people, the human soul is like him. Its needs and customs, its conditions of existence are the same as in living people.

Research methods in psychology are classified as primary and secondary. The main methods include observation and experimental methods. Observation is the basic research method of obtaining empirical information by simply observing mental events without interfering with them. The main feature that characterizes the method of observation is that the psychologist does not interfere in the situation, the course of mental events. The observation is carried out in a planned and purposeful manner. The advantage of the observation method is that the observer is not aware
of this, they do not change their behavior because the observation is made in natural conditions (work, play, lessons, etc.). Observation can be short-term, long-term, cyclical and systematic. Short-term observation is carried out by observing the manifestations of the human psyche and behavior for minutes. An example of this would be the observation made at that time in order to reveal the students' reaction to the teacher's explanation. Long-term observation may include observations made during the whole lesson or during the whole term. When it comes to periodic observation, it consists of observing the manifestation of the same mental event in certain periods, for example, at the end of each quarter. Periodic observation allows to reveal the dynamics of the development of a mental phenomenon. Systematic observation also serves to reveal the dynamics of development. However, the observation is carried out for a long time without interruption, for example, during the whole school year, for a certain age.

Experiment is the most basic research method in psychology. The experiment differs from the observation, first of all, in that the psychologist intervenes in the course of mental events, creating conditions for the organization of research in accordance with its purpose. This eliminates the difficulty of not being able to fully control the situation during observation. First of all, there are two types of experiments - natural and laboratory experiments.

The natural experiment was proposed by the Russian psychologist AF Lazursky (1874-1917). The purpose of the natural experiment was to eliminate the factors that could affect the manifestation of mental phenomena during the experiment. Such an experiment is carried out in natural conditions (training, labor, play). For example, in one of two groups with the same level of preparation (experimental group), learning materials are taught in a traditional way, and in the other (control group), in order to find out which material has a high developmental effect on students' thinking. In both groups, students are taught by the same teacher, and they take this work as a regular lesson. Therefore, they do not feel any anxiety or fear. Then, in both groups, a survey is conducted to determine which group has the advantage. As for the laboratory experiment, it is carried out in the laboratory, with the help of special devices. In modern times, devices have been developed that
reveal the manifestations of mental phenomena, with the help of which it is possible to obtain consistent scientific results. On another basis, two more types of experiment are mentioned: the determinative experiment and the instructive experiment. These types of experiments are widely used in age and pedagogical psychology. Determinant experiment is used to reveal the level of development of mental phenomena in individuals. Here, the experimenter does not affect the course of mental events. As for the teaching (formative) experiment, it consists in revealing the developmental features of the psyche when tested in the process of active, purposeful influence of this experimenter. Such experiments are also called psychological pedagogical experiments. It is possible to conduct the experiment individually, individually and in groups, on several people at the same time. Interview methods are also used in psychological research. Sometimes, during observation and experiment, it is not possible to determine the causes of this or that event. To do this, the interview method comes to the aid of a psychologist. Through questions and answers, the psychologist obtains the necessary facts. However, the interview should not turn into an investigation. Questions should be thoughtful and unambiguous. The interview method is often referred to as the survey method. You can use different options of the survey. Each of them has its advantages and disadvantages. There are three main types of surveys: oral, written, and free. An oral inquiry is usually made when it is required to observe the subject's reaction and behavior. An oral survey allows a deeper penetration into human psychology than a written survey. Thus, depending on the reaction and behavior of the person being examined during the research, the researcher has the opportunity to adjust his questions. However, this version of the survey requires a long time and special training of the researcher. Thus, the degree of objectivity of the answers often depends on the behavior and personal characteristics of the researcher. A written survey allows you to reach more people and spend less time on it. The most common form of such a survey is questionnaires. However, the disadvantage of a written survey is that it is not possible to see the subject's reaction to the questions. A free survey is a kind of oral and written survey with different options. However, the distinguishing feature is that the questions to be asked are not predetermined. During
such a survey, it is easy to change the tactics and content of the research. This allows you to get different information from the audited. Analysis of methods of action is also used as an auxiliary method in psychology. As a product of the activity, the students' written works, their artistic creations: poems and stories written, handicrafts, drawings, etc. can be attributed. Thus, by examining and analyzing students' writing, it is possible to reveal the characteristics of the development of their writing skills, the characteristics of their skills and abilities in this area by analyzing other products of activity. Analysis of activity products allows for more coverage. Psychodiagnostic methods are also used in modern psychology. The most widely used of these are tests. The test is a short-term standardized psychological test. Quantitative and qualitative accurate assessment of human psychology and behavior with the help of the test is carried out on the basis of a comparison of the degree to which it meets a number of predetermined standards - test norms. There are different types of tests. The most common of them are success tests, intelligence tests, creative tests, personality tests, projective tests, etc.

With the help of success tests, the degree of acquisition of specific knowledge, skills and habits of the subjects is revealed.

Pedagogical communication generally reflects all the features of communication. So, let's look at those aspects first. The socio-psychological literature mentions three closely related aspects of communication. Each of these aspects also applies to pedagogical communication. According to the tasks performed by pedagogical communication, it is possible to distinguish the following types: exchange of information, regulation of another person's behavior, interpersonal understanding. Depending on the nature of reciprocity and the teacher's position in communication, it is also possible to identify types of pedagogical communication. Usually, the teacher acts as an evaluator in communication with students and teachers, and in pedagogical communication with the principal, class teacher, methodologist, inspector, and the means of communication are changed accordingly. Pedagogical communication can also be divided into types according to its content and the teacher's approach to the student. These include organizational, evaluative, disciplinary types of pedagogical communication.
Regardless of the type of pedagogical communication used, it is impossible to properly carry out the didactic and educational tasks of pedagogical activity without organizing a productive process of communication between the teacher and the student body. Pedagogical communication can have different purposes: individual (learning something new, receiving instructions), emotional (evaluating, expressing attitudes, sharing impressions). In pedagogical communication, the goal may simply be to communicate, to communicate (for example, to be with someone, to talk). This aspect is clearly reflected in the communication activities of students. Psychological research has shown that it is typical for young students to communicate with their teachers and peers. Their communication is not sufficiently selective. Younger students do not always understand the purpose of their communication. As students move into the upper grades, they become more selective in their communication. As for the content of pedagogical communication, it is the exchange of information between teacher and student in the process of communication. The content of communication is determined by the purpose set by the teacher in the learning process. Communication will not be effective without a common goal. The effectiveness of pedagogical communication also depends on its motives. The correctness of the motive and the perceived character determine the course of pedagogical communication. Undoubtedly, pedagogical communication also depends on the effectiveness of the tools used. Those means should be chosen in such a way as to enable the purpose of communication to be realized, to ensure the effectiveness of interaction and influence, and to facilitate the exchange of ideas and mutual understanding. Finally, pedagogical communication must go within the relevant norms. Failure to observe certain norms loses the effectiveness of a kind of pedagogical communication, and communication does not give the desired result. School psychological service, which is developing as one of the main directions of pedagogical and age psychology, is a kind of integrated unity of these fields of psychology. Therefore, there are three important areas of school psychological services; to study the regularities of mental development and personality formation in students in order to create ways, means and methods of professional application of psychological knowledge in modern school conditions (scientific aspect); compilation
of curricula, preparation of textbooks, development of psychological bases of didactic and methodical materials, psychological training of teachers, etc. to provide the whole process of training and education psychologically by including the areas (application aspect); direct work of psychologists at school (practical aspect). The unity of these aspects is the subject of psychological services to the school. Undoubtedly, each of these areas has its own goals and objectives, without the implementation of which the effectiveness of psychological services is impossible.

Psychological literature mentions two directions of school psychological service activity: actual and perspective. The actual direction of school psychological service activity is aimed at solving today's problems related to difficulties in training and education of students, their behavior, communication, personality formation defects. There are always a number of problems in the daily life of the school, and there is a need to provide specific assistance to teachers, students and parents, which is an important task of the psychological service to the school today. Perspective direction of psychological service to school is the direction of development of each student, realization of the purpose of formation of his psychological preparation for creative life in a society. The psychologist introduces the idea of the possibility of harmonious development of the personality of each student, which is the main psychological idea in the activities of the teaching staff and helps to implement it in practice.

In this case, its main task is to create psychological conditions for the development of the abilities of everyone and every student. Undoubtedly, the level of development of abilities of individual students will be different. It is impossible to think otherwise here. It is not possible to create the same level of development in all students, where their abilities play a role in the first place. That is why the role of the psychologist will be different for each student. Both directions are closely related. Usually, during the psychological service, the psychologist provides specific assistance to students, their parents and teachers who need his help in the daily process, solving perspective tasks.

One of the main places in the school psychological service is to diagnose the psychological readiness of children for school. The importance of the work done in this area is self-evident. Determining the level of psychological readiness of the
child for school, school training, on the one hand, eliminates the shortcomings in this area, on the other hand, creates conditions for the school to work in accordance with the capabilities of students from day one. That is why the school psychologist (together with the class teacher) must determine the level of psychological readiness of children to be admitted to the first grade. It is a kind of diagnosis of psychological preparation for school. When diagnosing a child's readiness for school, it is necessary to refer to the following three important indicators:

1) Referring to LS Vygotsky's opinion that the intellectualization of emotions in kindergarten is a major relapse, voluntariness should be considered and characterized as one of the foundations of learning activities. This is also necessary because the type of activity that the child will be engaged in at school - learning activities - requires him to perform voluntary work.

2) The second important indicator to consider when characterizing a child's readiness for school is the level of development of visual thinking. Here it is necessary to pay attention to the performance of work related to the analysis, installation and application of descriptive tools.

3) Indicators on personality traits. It is not the developmental characteristics of all aspects of personality that should be taken into account, but the personality traits (emotional aspect, communication features, involvement in collective activity, etc.) that help (or hinder) the organization of learning activities. The school psychologist creates conditions for the teacher to work with dozens of first graders on these indicators, revealing the level of readiness for school. Therefore, children should be tested according to a pre-designed program. The following technical and methodological requirements should be observed during the development of the program, identifying ways to reveal the characteristics of the above indicators.

References:
1. “Psychology Textbook for undergraduate students of higher pedagogical schools”, Prof. S.I.Seyidov and prof. M.A.Hamzayev
2. “Selected Pedagogical Works”, Agahuseyn Hasanov
3. “Teacher's Pedagogical Skills”, Museyib Ilyasov