

Pedagogy And Psychology

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Annotation: The reforms being carried out in the field of education in the Republic of Uzbekistan, the democratic changes taking place in the society are becoming a bold guide and driving force in the path of building a new society. Without changing the education system, it is impossible to change people's minds and, consequently, their lifestyles. One of the most important tasks of modern personnel is to rationally organize the work of others as qualified professionals, knowing their own abilities, individuality, personal qualities and attributes, and to act as a talented professional in all areas of socially useful work. This article focuses on pedagogy and psychology.

Keywords: education system; pedagogy and psychology; young generation; developed country.

Introduction

Uzbekistan has all the necessary conditions for the transition to a modern model of innovative development. This model is based on the wide and effective use of the created scientific and technological potential, the widespread introduction of the achievements of fundamental and applied science, technologies that require in-depth knowledge, increasing the number of highly qualified, talented scientists. This is a necessary condition and a solid foundation for our country to become one of the most economically and industrially developed countries in the world. In the development of socio-economic relations in the XXI century, it is becoming increasingly clear that the human mind and spirituality are the main coordinating, developing factor and tool. That is why humanism has emerged as the main principle of building a legal, democratic state, a free civil society on the basis of a market economy.

The term pedagogy is ancient and comes from the Greek word "paydogogos", which means "child leader". According to historical sources, in ancient Greece, a caregiver who took care of his master's children was called a "teacher" ("child leader"). Later, the term was widely used to refer to specialists with specialized knowledge. At the same time, educators are beginning to emerge as professional sponsors. Their pedagogical activities and the appropriate use of their experience have led to the emergence of the science of pedagogy. From the first days of our independence, our political, social, legal, cultural-spiritual and scientific life has undergone many innovations and positive changes related to global processes. Most importantly, the thinking and worldview of man and citizen is changing, the political and social consciousness, its general level is constantly growing. A new generation, new thinkers are being born.

To date, in the field of pedagogy, new teachings, ideas have been discovered, hundreds of pamphlets, works have been created, the highest peak in this field has been reached, but the problems that deepen the human mind in the educational process are still unresolved. It does not exist until it finds a complete solution. The methodological basis of pedagogy is the traditions of educating the younger generation, the systems of teaching and development in the stages of development of society, their rules, the ideas of encyclopedic thinkers, enlightened writers and educators on education, enlightenment and their is a science that studies its development perfectly. Modern pedagogy should address such important issues as educating people in the social sphere to be competitive, market-minded, highly intelligent, independent thinkers, educated, mature people who can set an example for others by their behavior. Pedagogy is the study of the problems of upbringing and education that systematize the relationship between society and the individual. Pedagogy as a science was formed and improved, and became a science of the goals and objectives of education, their content, methods and forms of organization.

Pedagogy and psychology study the factors, laws and mechanisms of education and upbringing that effectively affect the individual. Its focus is on the acquisition of knowledge, the process of comprehensive formation of the student's personality. It is to shed light on the laws of various social experiences and the process by which it becomes an individual experience. While the formation, upbringing, means and methods of upbringing a child as a person belong to the science of pedagogy, the features and laws of the origin, development of the child's psyche belong to the science of psychology. Without knowing the characteristics of a child's mental development, it is very difficult to find a way to his heart, to educate him, to bring him up as a perfect person. Education and upbringing go hand in hand with a child's development, and the

person who educates him or her plays an important role. How pedagogy and psychology study a child in the process of education depends on how the educational process is organized. The process of education and upbringing is organized in accordance with the purpose.

The dependence of education on the development of the individual depends on the forces that shape, improve and disseminate the national idea. Pedagogy and psychology, of course, further reflect the development of world science and the process of its improvement, the innovations that are expected to enter science. One of the most important tasks of pedagogy and psychology is to develop methods for determining the quality of learning. The practical task of pedagogy and psychology is the psychological conditions of youth development, psychological issues of upbringing, taking into account their youth and individual characteristics in the education of the child, the formation of knowledge, skills and abilities in young people, teaching independent thinking. to form scientific concepts, to work on themselves, to educate themselves, to form the love of young teachers for psychological activity, to bring the achievements of psychology to the attention of the general public, parents, educators and andy is to enjoy them. Practical assignments include radio and television broadcasts, magazines, lectures and special programs, and interviews with neighborhoods, schools, and parents.

Pedagogy and psychology should begin the process of learning by experimenting with the object, identifying and analyzing the facts of mental life. Because it allows us to discover the laws of mental life and draw appropriate theoretical and practical conclusions. No matter what mental phenomena we learn in the process of education, the child should not feel that he is being observed. Otherwise, the child may feel uncomfortable, self-conscious, or afraid, embarrassed, or shy. This leads to a distortion of the observational, experimental results. Basic

and auxiliary methods of general psychology are also used in pedagogical psychology. Basic methods include observation and experimentation, while auxiliary methods include interviews, product teaching, especially testing, and other methods. The method of observation is one of the methods of scientific research in psychology, an active form of continuous, systematic perception of things and events in objective reality, aimed at the collection of evidence, the formation of initial perceptions of reality. With this method, mental phenomena are studied in the natural environment during a variety of human activities. In this case, the researcher systematically monitors the behavior of students, the appearance of the psyche, and on this basis draws conclusions about the mental processes, status and characteristics of the student.

Scientific observation is different from daily observations. This is because daily observations often have random, erratic, unplanned movements, and in scientific observation the researcher must study the object with great care and precision, not allowing waterfalls. The student's behavior should also be interpreted correctly during the observation. In some cases, the student may seem to be listening intently, but in reality he is thinking about something completely different than what the teacher is explaining. The method of observation reveals facts that we can directly perceive without the mental and sensory organs of life. Observation can be used to monitor a student's facial expressions, speech, behavior, and activities. The observation method is divided into self-observation and external observation. In pedagogy and psychology, more observation is used. Surveillance is always carried out according to a strictly defined plan. Only when teachers and educators know exactly what to look for and what teaching can provide the basic material for this can good results be achieved through this method. The main feature of this method of investigation is that it examines a

psychological phenomenon as it is. You have to wait for the mental process to be checked, or you can use other methods of testing. Through regular observation of students in the classroom and other activities, the teacher learns about his / her relationship with himself / herself and those around him / her and is able to draw conclusions about his / her personal qualities.

Development is a physical, mental, and social process in a person that involves all the innate quantitative and qualitative changes. Development is the growth of a child's weight, the development of the musculoskeletal system, genitals, nervous function, and the formation of intelligence. As a child develops, he will grow taller, gain weight and muscle strength, improve his senses, and be able to control his movements. In the mental development of the child, mental qualities and traits are formed in the personality, there are significant changes in the emotional-volitional, cognitive process. A child's social development is reflected in his or her behavior, attitudes toward the environment, and especially his or her participation in community activities as he or she begins to participate in social life. As each person is different, his attitude to social reality, work, people, society, as well as his level of activity and moral maturity are different. The society in which a person lives develops according to the rules of that society. Pedagogy considers the maturation of the individual as a complex and controversial process. The role of the concepts of "activity" and "activity" in the development of the individual is invaluable. Great people want to excel in their field who worked tirelessly for. One can reach great heights with one's aspiration and activity, and one must work on oneself in order to realize one's abilities and talents. One of the most important elements of professional and pedagogical training is the acquisition and application of at least a simple methodology for determining the personal characteristics of students. Teachers of higher and secondary special education institutions often

focus on the study of students' mental abilities, but the problem of correcting their levels of education (in the broadest sense) and behavioral disabilities is constantly addressed. They do not try to interpret the system of education from the point of view of a single membership and integrity, to find its solutions. The intellectual development of pupils and students depends in many ways on independent thinking and general level of education. One of the most important requirements of our time is to diagnose their level of education, to study the features of their spiritual and enlightenment development, and, if necessary, to eliminate their moral defects.

Because the psyche is expressed in different forms, the human mind, i.e. intuition and perception, attention and memory, imagination, memory and thinking, emotions and experiences, motives and goals - in a word, a subjective and fully controlled human inner explores the world. A person's inner world is reflected in his actions and behavior, in his relationships with other people. In general, the human mind is the highest stage of development of the human psyche, the product of socio-historical development of human beings and the result of all-round development in the process of labor. The fact that a being merges with human emotions and is reflected in his mind in such a form is called unconsciousness. At the same time, psychology studies each person as an independent individual with individual and socio-psychological characteristics and engaged in activities. Activity is a set of actions aimed at meeting the needs and interests of the individual. Behavior, in turn, is the outward manifestation of human mental activity.

In conclusion, in order to understand the essence of education on a scientific basis, it is necessary to know the laws of its development in a specific historical context. Therefore, pedagogy as one of the social sciences develops in close connection with the social sciences. The goals and objectives of education are history,

philosophy, economics, sociology, ethics, aesthetics, general psychology, youth psychology, pedagogical psychology, occupational psychology, family psychology, social psychology, human psychology, military psychology and physiology communicates with children's hygiene, pediatrics, medicine, cybernetics and other sciences. We analyze the relationship with the science of psychology. In educating students, educators need to know mental processes such as intuition, perception, imagination, attention, thinking and memory. Therefore, the science of pedagogy works separately with the science of psychology. Each science is constantly evolving, relying on its own internal scientific directions in enriching its theories in its development. At the present time, the knowledge created by mankind and information about the future, the various disciplines that provide information, to a certain extent, become a source for the science of pedagogy. Like other sciences, pedagogy and psychology serve the general maturity of each person.

References

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