



THE NON-ESSENTIAL LINK BETWEEN MODERN PSYCHOLOGY AND PEDAGOGY

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Article history:	Abstract:
Received: 20 th October 2022 Accepted: 20 th November 2022 Published: 28 th December 2022	Organizes the application of real-world tasks from the field of pedagogical psychology to the educational and educational spheres of scientific information learned through studies on the contents of a person's psychological traits as well as the patterns of manifestation and growth of psychic processes. The success of pedagogical psychology has been particularly notable in this field. The improvements in pedagogical psychology developed recently regarding the introduction of education in a new setting can be used to demonstrably illustrate this. It is common knowledge that during the past ten years, the educational workload in every educational system in our nation has changed dramatically. This article contains opinions and thoughts on the unbreakable connection between modern psychology and pedagogy.
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The employment of recently created, scientifically investigated teaching strategies, like interactive learning techniques with known issues, is becoming increasingly widespread. The study of the elements, principles, and procedures that control how a person's education and upbringing have an effect on them is known as pedagogical psychology. At the confluence of psychology and pedagogy, the field of pedagogical psychology studies the psychological norms governing children's and adolescents' activities and behavior in educational settings.

In pedagogy, there are several areas and sections that arise from the study of which aspects of the educational and educational processes. The field of teaching, which deals with its purpose, tasks, principles, methods and etc. The issues of content of the moral qualities of a person, the formation of such spiritual aspects in him as beliefs, worldview, morality, include a network of educational theory and practice of pedagogy. The law of organizational pedagogical work, such as the organization, organization and management of education and education, is developed by the school science field of pedagogy. Pedagogy always sees work with people of a certain age, with a certain life and active experience. That is why, when determining the laws of pedagogy, it becomes decisive to take into account the age characteristics of the educational recipient.

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 goal of pedagogical psychology is to enhance the educational process's capacity for rational development based on environmental elements and other psychological considerations. In the second half of the nineteenth century, educational psychology first emerged. The growth of pedagogical psychology has been significantly influenced by experimental psychologists. The psychological directions that emerged at the time served as another impetus for the development of educational psychology as a science. The foundation of educational psychology according to behaviorist psychology (see behaviorism) is the impact of the external environment on the teacher and learner.

Pedagogy, educational psychology, and general and child psychology are all interwoven. The majority of pedagogical psychology is made up of educational psychology and educational psychology. Educational psychology focuses on a variety of subjects, including the role of memory, thinking, speech, imagination, and will in the educational process, as well as student characteristics (temperament, character, and interests), specific academic subject areas, psychological principles of managing the educational process, and other subjects.

Modern educational psychology places a high priority on the study of the cognitive processes that allow students to autonomously assimilate regularly updated information, guaranteeing that they do not lag behind scientific and technological breakthroughs. The educational system's major objective As part of the school's curriculum, psychology will explore the topic of personality development. In it, the development of a person's moral characteristics is given considerable consideration. The development of educational programs, textbooks, and the formation of a system of teaching methods at various stages of education all benefit from the use of pedagogical psychology research.

The forces that develop and spread the national idea depend on education's contribution to the process of personal development. The science of educational psychology also reflects the development of global science and the process of

improving it, as well as the innovations that are obviously expected to enter science. For the first time, significant theoretical problems in the study of educational psychology must now be resolved, with the legal underpinnings serving as the primary challenge:

1. Developing the psychological underpinnings of activation and furthering educational process improvement are significant pedagogical psychology activities;
2. An examination of the influences on children's intelligence, will, and development as people during the educational and educational process;
3. To research how students create their personalities, common misconceptions about this process, individual differences in this process, and the effects of various educational activities on students;
4. Education and raising are intertwined processes that establish the framework for an individual's full capacity for mental development, moral development, and the emergence of emotional and volitional traits;
5. Independent information acquisition, in-depth psychological development, or independent material delivery;
6. Establishing the prerequisites for the joint coordination of cognitive activities;
7. Determining the teacher's personality, as well as the teacher's personality and the qualifications of the National Teacher;
8. Determining the nature of instructional knowledge, talents, and psychological processes underlying their development;
9. Theory-based justification of its psychological issues constitutes the process of self-education, national pride, and patriotism;
10. The most important thing is to communicate as much as possible with pedagogical educators, students, and students, taking into account all of the characteristics of the student's personality, in order to provide knowledge and education, that is, to ensure a single pedagogical process, issues are also provided, along with world experiences, our national characteristics, and the most advanced sides in it.

And the practical responsibility of pedagogical psychology is to take into account 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; to engage in self-education; to cultivate a love of psychological research in young teachers; and so forth. Through chats and lectures, conversations with the neighborhood, school, and parents, radio and television programs, publications, lectures, and special shows.

This is what we must accomplish in order for the broader population to benefit from psychological information about how a child's mind develops. Only then will we be able to successfully implement true education and education for young people. Depending on the subject matter, pedagogical psychology employs a variety of general psychology-valid methodologies. Because different techniques are used to identify and prove the causes of their occurrence, the search for the necessary evidence, and the search for the evidence itself. Whatever the method, these techniques are essential for setting up an in-depth investigation of the child for both private scientific research and legitimate educational purposes. A thorough understanding of student personality traits, pedagogical psychology research techniques that serve as the basis for choosing each student's particular psychological traits, and the most efficient and purposeful teaching methods are necessary for the proper organization of educational work. It is desirable that pedagogical psychology methods follow the guidelines established by the fundamental principles and practices of psychological science.

Each action, situation, and characteristic that needs investigation should be evaluated by relating them to one another. It is not possible to examine any of the investigated psychic phenomena from a neurophysiological standpoint or by dividing memory from attention, perception from thought. It is impossible to conduct a full analysis of the examined psychic phenomena without being familiar with the laws guiding its development. 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, pedagogical psychology is a branch of psychology that focuses on concerns with education and upbringing. He emphasizes the development of socially desirable features in people, the purposeful growth of the individual, and the psychological problems related to cognitive function. As part of the verification process, socioeconomic interactions within society are also examined, as well as the material underpinning of society, which is represented in a person's complete psyche and consciousness. During the educational and training processes, it is crucial to keep track of the transition from quantitative to qualitative changes in mental phenomena and the change from one qualitative state to another. For instance, after examining the reader's psychological development, one can determine the reader's cognitive capacities, or the qualitative shift in their memory, reasoning, and in the process of obtaining knowledge, accumulating experiences.

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