

PECULIARITIES OF METHODS OF PEDAGOGICAL PSYCHOLOGY

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ABSTRACT

In pedagogical psychology, the methods used in general and youth psychology are used. These include: observation, written and oral questionnaires, experimentation, and more. But they are used depending on the age of the child and the psychological and pedagogical problems.

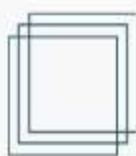
In addition to general methods, there are also special methods of pedagogical psychology. For example, they include psychological-pedagogical experiment, special psychological-pedagogical tests. Psychological-pedagogical experiment is carried out with a special developmental purpose to determine the level of productivity of this or that pedagogical effect on the child.

1. Determining experiment.
2. Formative experiment.
3. Control experiments.

All methods used in pedagogical psychology are divided into:

1. Organizational methods.
2. Methods of interpretation.
3. Assessment methods.
4. Methods of collecting and processing results.

Organizational methods include the purpose, content, structure, organization, and preparation of the research. Interpretation methods apply to all or part of the research. Assessment methods include methods of psychological and pedagogical assessment to determine the results of research, including the psychological and behavioral characteristics of children involved in the study. Methods of collecting and processing the results are used to gather the necessary information about the subjects in the study. In addition to the above research methods, there are two groups of methods related to the practical psychological and pedagogical impact on the child. This is psychological

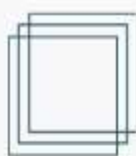


counseling and correction. The psychological issue is to help the child in the form of verbal advice and counseling based on the study and acquaintance with the problems encountered during development. Correction is the direct pedagogical influence of a psychologist on the person concerned.

In particular, pedagogical psychology is concerned with “the laws of acquisition of knowledge, skills, and competencies; individual differences in the process; the laws of formation of active independent creative thinking in students; studies the changes that take place in the psyche under the influence of education and upbringing, that is, the formation of new mental structures.”

There is a stronger and more inseparable link between pedagogy and pedagogical psychology. Pedagogical psychology, which studies the specific types of activities and behaviors of children and young people in schools and other educational institutions, is located at the intersection of two disciplines, psychology and pedagogy. Pedagogical psychology studies the laws of acquisition of knowledge, skills and abilities in school, examines the individual differences that occur in these processes, the laws of the formation of active, independent and creative thinking in students. Pedagogical psychology also studies the changes that take place in the psyche of students under the influence of education. In addition, pedagogical psychology addresses issues such as the suitability of teaching materials for students, the psychological effectiveness of different teaching methods, and the psychological requirements for textbooks, teaching aids, equipment, and school routines.

One of the most important tasks of pedagogical psychology is to develop the psychological basis for further improvement of the educational process in the school, which is associated with significant changes in the content of education in connection with the transition to a new curriculum. Pedagogical psychology also studies the process of student personality formation, the general laws and individual differences of this process, the impact of different educational activities on students, and examines the psychological foundations of student self-education. Finally, pedagogical psychology examines the personality of the student and the characteristics of student work as the organizers of the educational process. It identifies the qualities that ensure the success of the student in educational work, as well as the composition of his



pedagogical knowledge, skills, abilities and abilities, as well as the psychological conditions of development.

Tasks of pedagogical psychology:

- 1) study of psychological issues of educational process management;
- 2) study the formation of cognitive processes;
- 3) identify reliable indicators of mental development;
- 4) study the conditions for effective mental development in the educational process;
- 5) to study the features of the relationship between the teacher and the students, between the students and the students;
- 6) to study issues related to individual approach to students.
- 7) to study the psychological laws of pedagogical activity.

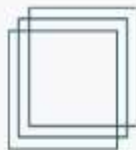
There are the following branches of pedagogical psychology:

1. Educational psychology.
2. Psychology of education.
3. Psychology of pedagogical activity.

The unity of youth and pedagogical psychology lies in the commonality of the object of study of youth and pedagogical psychology. The object of study of these two disciplines are children, adolescents and adolescents, and if youth psychology studies them in terms of age development, pedagogical psychology as a pupil or learner, i.e. 'learns as a goal-oriented effect in the educational process.

It is known that without knowing the psychological characteristics of children of a certain age, they cannot be properly educated and brought up. Each child's age has its own challenges and requires a special approach to itself.

The condition of individual approach in the process of education and upbringing is a comprehensive and in-depth knowledge of the psychological characteristics of the student. This requires a good understanding of the student's mental world, the ability to organize psychological observations correctly, and the ability to conduct natural experiments.



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