

THE HISTORY OF THE STUDY OF THE PROBLEM OF SLOW LEARNING OF STUDENTS IN INTERNATIONAL PSYCHOLOGY

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Abstract

In this article, the analysis of the work being done in our country to improve the quality of education, which is becoming the demand of the time, its goals, achievements and changes in this field were highlighted.

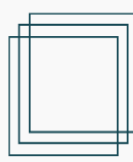
Keywords: Education, international standard classification, quality of education, modern methods, continuous education, international standards.

Introduction

Today, first-year students who have entered a higher educational institution face difficulties in adapting to the educational process. For this purpose, in this dissertation, I tried to highlight the factors that destroy the successful adaptation to the educational environment of first-year students and the process of adaptation. It is necessary for pedagogues and university staff to work together in adapting students to the educational process and take measures based on the students' social environment, character traits, and willpower. Today, first-year students entering higher education are faced with the problem that they cannot easily adapt to university conditions and, first of all, from a psychological point of view, to the entire structure of higher education, and this, in turn, makes first-year students in higher education institutions adaptation for study is becoming one of the urgent problems of our time, because the professional activity and personal development of the future specialist depends on the successful passage of the adaptation process. Many first-year students face difficulties in self-development and adaptation to the study process [20]. To solve this problem, it is necessary to adapt students to the educational process by observing students and communicating closely with them, relying on practical and theoretical knowledge.

Analysis and results

Then it allows students to overcome psychological barriers to adaptation in higher education. First of all, if we explain the word adaptation in this dissertation, Adaptation (adaptation) is a change in the nature of relations, the student's attitude to the content of the educational process in the educational institution and its organization. Mental adaptation is related to the activity of a person or group and is understood as the interaction of the processes of adaptation to the environment or adaptation to the environment.



In psychology, the term "adaptation" refers to the restructuring of a person's psyche under the influence of objective environmental factors, as well as the ability of a person to adapt to various environmental requirements without feeling internal discomfort and without conflict with the environment. This is the procedural side of the phenomenon of adaptation, in contrast to animal adaptation, it is manifested in the overcoming of difficulties or the formation of certain personal characteristics, for example, the emergence of professional qualities. It should be mentioned that adaptation of university students to a new educational environment, socio-psychological aspects in it are sufficiently based on the works and scientific works of M.A. Povalyova, A.A. Pean, A.R. Kudashev, A.A. Baranov, N.A. Vsevolodova, Y.S. Babakhan, T.D. Dubovitskaya. studied. Entering and studying at the university is accompanied by the involvement of students in a new cultural learning environment, which is the initial mechanism of the adaptation process[21]. The success of adaptation includes students' readiness to renew their reserves and overcome various difficulties encountered in the educational process. First-year students face the following difficulties in adapting to a new educational environment:

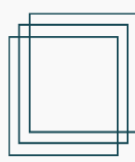
- Adherence to the old system of values;
 - Assimilation;
 - Adaptation to new housing conditions;
 - Communicating with new classmates;
 - Teacher's identity;
- Natural conditions and others.

What are the criteria for adaptation efficiency? How to ensure its success? There are many such questions now. Among the criteria, first of all, we emphasize objective criteria that are easy to observe. These can be academic indicators, the level of participation in various forms of public life, the state of health (both psychological and physical health), the level of scientific activity. Also, along with objective factors, there are subjective criteria, which are satisfaction with activities (environment, situation, etc.), desire for self-improvement and self-realization, leading value directions, self includes self-esteem, emotional stability. Adaptation allows students not only to get used to new conditions, but also to define new forms of behavior and new social roles[22]. Thanks to this process, conditions are created for the best functioning of a person in a new environment. If adaptation does not occur, the student may have difficulties in mastering the subject. The issue of student adaptation at the university is still relevant. Adaptation of students to the process of higher education is a phenomenon that covers social, psychological, pedagogical and other aspects. According to Korovina.I.V, the following can be clearly distinguished in the psychological adjustment of university students:

adaptation to the conditions of educational activity (manifested in adaptation to new forms of education, control and acquisition of knowledge, adaptation to a different mode of work and rest, independent lifestyle, etc.);

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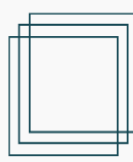


adaptation to the group (inclusion of colleagues in the team, assimilation of its rules and traditions);

such as adaptation to the future profession (acquisition of professional knowledge, skills and qualities) adaptation to the group (inclusion of colleagues in the team, assimilation of its rules, traditions).

So, based on the most important areas of personality formation, the main content of the adaptation process of first-year students can be determined as follows:

- mastering new educational standards and rules in the educational process
- applying measures to focus on the formation of students' professional preparation and professional skills from the first years of study;
- training in new fields and types of scientific activity;
- Adaptation to the new living conditions in the student residence, etc.
- One of the most important tasks of teachers and staff of any university is to work with first-year students to help them join the ranks of the student body faster. Based on this problem, we should highlight the following recommendations regarding the adaptation process of students in the educational process:
 - In addition to the social and educational process, holding a roundtable discussion on the management of organizational and educational work on the problem of adaptation of first-year students with the participation of vice-rectors, deans, department heads, teachers, curators, tutors, university psychologists and students;
 - Inclusion of a curator's hour in the curriculum of first-year students, holding various events on various thematic programs within it;
 - Development and continuous improvement of thematic educational programs for first-year students;
- Organizing and conducting a series of practical trainings with student assets and first-year supervisors aimed at increasing the level of awareness of the difficulties of the adaptation period, mastering ways to overcome them, and developing constructive communication skills;
 - To organize and conduct a school of curators, tutors, university psychologists and young teachers working with 1st-year students aimed at increasing the level of psychological and pedagogical literacy of teachers;
 - Organizing and conducting methodological seminars with first-year curators on mastering the methodology of conducting practical training in student groups as part of the curatorial hour;
- socio-psychological and scientific-methodological support of the activities of curators in the process of mastering the proposed methodology for conducting group classes with first-year students;
- University psychologist organizes individual and group interviews for students and teachers;



-Student council meetings should be held regularly, where they can resolve specific issues, such as preparing for upcoming events and celebrations. It's no secret that joint work unites and helps to open a person[7].

-Thus, determining students' difficulties and determining ways to overcome them increases students' educational activity, educational activity and quality of knowledge. In the process of adaptation, a certain state of the individual is achieved as a result of the realization of personal adaptive potential. In conclusion, it can be said that adaptation of students to new educational conditions is of pedagogical and psychological importance[23]. The following measures will facilitate the process of adaptation of students to the educational environment:

- Special measures should be taken by pedagogues to adapt students to the new learning environment;

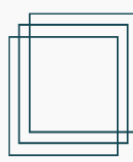
- From the first days of the academic year, the applied psychologist of the Higher Education Institution should conduct questionnaires aimed at determining the educational motives of the newly arrived student, thereby ensuring the effectiveness of the student in further educational activities;

- It is necessary to provide complete information about the educational institution that is new to the student, that is, to create an understanding of future events. Educational psychology studies the structure of a series of questions covering the activity process of a person, consisting of ways of acquiring and strengthening knowledge, as well as the formation of individual experience, knowledge, skills and skills as a result of them[24].

As man learns something new from interaction with the world and improves his methods of meeting his needs, the desire to acquire knowledge follows him throughout his life, because man learns every practical knowledge from life. In other words, education is present in every activity, it includes the process of formation of the subject. Thus, education is a broad enough concept, which includes not only organized forms of education (school, courses, university), but also knowledge and skills acquired by a person in everyday life[8].

When this activity is approached as a psychological activity, which differs from other types of activities, such as play and work, by its special nature, organized forms of study activity can be seen. Its most important aspect is that it prepares a person for any other activity, and its basis is boiib. Psychologists have not been researching this for a long time (starting about 50 years ago) and not much significant work has been done in this area yet. But the basis for the organization of study activities is sufficiently formed and they allow a one-sided approach of psychology to the specific questions of the theory of education.

What is the basis of the theory of educational activity and how important is it in the development of psychology teaching methods?

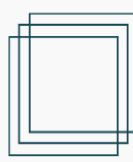


Awalambor, regardless of working in the field of psychology, a teacher needs to know the basic rules of theories of learning activity. This is very important for the correct formulation of the rules of knowledge acquisition and teaching methods. Reading activity has a clear expression as a scientific concept in psychology. In the "classical" theories of Russian pedagogy and psychology, it is recognized as "the leading activity of the primary school age", "the main form of social activity". D.B. Elkonin and V. Davidov say that reading activity is a part of the student's activities aimed at mastering theoretical knowledge and ensuring the growth of thinking. Study activity is a specially organized activity for the student to change himself. An important part of the study activity is the study assignment. In the process of solving the task, as in any practical training, certain changes occur in the object studied by the student or in the idea about it, but as a result, the subject itself changes [25]. The educational task can be considered solved only when a predetermined change occurs in the subject. In the process of study activity (young generation), students rely on the education of adults and learn. Each young generation receives knowledge about the world directly from the existence that surrounds it, but young people do not create this knowledge themselves, but receive it from older generations "through things (items), special organizations and activities of the new generation related to these things."

It is the specially organized activity with these "items", the experience of humanity, the acquisition of the experience of the older generation on the creation of this item - the product, that is the study activity. The importance of reading activity is a direct result of the activity that connects students with the outside world. This is a student activity organized by the teacher and carried out in cooperation with him [9].

Educational activity has the following general structure: need-task-motives-movement-operation.

The need is the student's educational activity aimed at theoretical mastery of this or that subject. Theoretical knowledge includes laws about the development and origin of a specific subject. These can only be mastered in organized educational-theoretical learning activities. One of the important elements of the study activity structure is the sub-curricular task. Learning activities can be different, but the main motive is (special) interest in learning. The implementation of learning activity is an educational activity performed by a student, guided by a certain motive, or an operation aimed at solving an educational task. The purpose of this activity is to acquire theoretical knowledge. Therefore, solving educational tasks and finding a special content of educational activities depends on its structural features. What is the essence of the study assignment? Psychologists have written extensively about the diversity of rigorous learning assignments and the diversity of practical training that occurs throughout life. If the solution of each practical exercise leads to the change of individual subjects and this goal is achieved, then the goal of solving the educational task is not to master the subject, but to master the methods by introducing these changes [26].

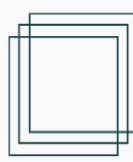


For example, if a technician fixes a broken TV, a student of a polytechnic institute will not only be able to fix it, but also learn how to fix it. As a result, the subject receives innovation and changes in the activity of studying together with work. But this alone is not enough to become a TV equipment adjuster, he needs to repeat this work several times in order to become an expert in all aspects, and it is the task of the study activity that the student can find some similar answer to the task. rather, it is to know how to find the principle answer to tasks of any different stages. The teacher should set such a task in front of the student that he should direct the student to find a general solution to the problem in various general and specific situations. School and university students learn theoretical knowledge based on experience in practice. For example, in the example of a mathematical problem, we can see working from a specific solution of a specific problem to a general solution of the educational task[6].

When studying psychology by students, the teacher can create and give them a series of tasks related to human activity. All his questions are the same, that is, "Does this activity count?". As a result, students should learn the concept of activity. We know that in the system of academic subjects, in order to really acquire knowledge, the educational process should become a system of solving educational tasks. In other words, the solving of the educational task is not episodic, but it is an active activity of the student himself, rather than learning and applying the theoretical knowledge acquired in the course of study, and not taking ready-made knowledge given by the teacher from books. should be conducted[27].

The process of solving the educational task by the student is called educational activity. As part of this process, a) the teacher presents the student with an educational task; b) acceptance of the assignment solution by the student; d) re-examination of the study assignment by the student in order to find the connection with the subject being studied; e) modeling the isolated relationship; o modify the model to study this relationship "purely"; g) construction of a system of assignments to be solved by a common method; h) control of the previously performed action and transition to the next action; i) assessment (self-assessment) mastery of the method of good execution of all actions, the general method of solving the educational task, etc. The sequence of all the above elements constitutes the student's study activity in the performance of the educational task[10].

Public psychologists, who worked out the main theoretical problems of educational activities in schools where experimental and theoretical investigations were conducted, effectively used the principle of the unity of the theory of activity and psyche. But the general theory can be taught, the implementation of certain preventive measures is based on the experience of adults (students) not only in school education, but also in other types of education. It is not long since the concept of "learning activity" appeared, at most 20 years ago, it was related to the development of the recommendation letter for the criteria of students' knowledge level.



With the need to fully consider the educational activity, it is not only knowledge, skills, competences and the methods behind them, students' actions with the educational material, but also the student's use of the educational material. acceptance, self-control, self-evaluation[11].

Reading is an independent activity, which cannot be done without a creative approach to the learning material, self-analysis and self-evaluation of the learning task. Learning to read is considered a necessary task for a student to perform educational activities. An important task for the teacher of psychology at every university is to form a student's educational activity or to study his psychology. Since the student does not know how to work independently, how to work with his own perception and mind, he always tries to master the ready-made knowledge and skills from the mouth of the teacher and mechanically memorizes the scientific concepts in the book, but Lee himself can never put this knowledge into practice. This causes him to be unable to learn to establish a conscious, correct psychological communication with people, to initiate activities, to think psychologically. How should student activity be formed? Is it up to every student to study psychology properly? But what is the point of reading? In psychology, this problem is explained as follows; How does something that was previously unknown to the student, unclear, not in his mind become known to him, goes from objective to subjective, from ideal to material?

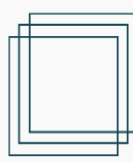
The answer to the above questions will guide you to get the right knowledge. Major psychologists conducted research in the 50s to solve this problem. In particular, P.Ya. Halperin and his students are gradually searching for an answer to the question "How can a person's mind be outside his mind, his mind become an internal feature, that is, as a product of his mind, it becomes a feature of mind?" led to the following conclusion: it is cited in P. Ya. Galperin's concept of the formation of mental actions. This concept is of great general psychological importance, because it not only answers the above questions, but also incorporates the principles of the evolution of human psychology, different from animal psychology, the types and forms of psychological activity, its laws and formation[12].

In connection with these theories, thought activity was considered as a formative activity - learning activity. Thoughtful actions - every practical and knowledge-oriented activity of a person, formed in individual experience, undergoes a series of desired changes. In the concept of P. Ya. Galperin, reading is considered as a type of special actions, the performance of which creates new knowledge and skills in the student. Therefore, supporters of this theory believe that the purpose of studying is to be able to work with this knowledge, but only knowledge is not enough. Every education aims to "teach" a person to do something.

In this regard, it is necessary to know which elements of implementation are considered to be solid guidelines for a specialist who performs his professional duties flawlessly. This set of elements (instructions) should be the most basic instruction of the learner's (activity instruction).

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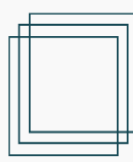
"The main guide of the movement is the main support of the person performing the activity." Since the learner does not know this specific action and is just learning to perform this action, the (teaching) teacher should give him instructions that he can rely on to perform a certain action[13].

In other words, a beginner in an activity can easily do it correctly, but very slowly, if he has a basic set of instructions. Thus, he learns to perform any new task, any new activity, whether it is a trigonometric task, whether it is writing an orthographically correct letter, or the analysis of a psychological phenomenon, whether it is assembling a new airplane. P. Ya. Galperin states: "Every human action has control, performance and goal components. During the learning process, the student performs the activity according to the direction 1 and is supervised by the teacher. Instruction is also given by the teacher."

Organization of teaching activities based on this concept gives good results not only to P.Ya. It was proved by Galperin's followers, but also by his school[14].

There is a need to use the opportunities achieved in this regard in the methodology of teaching psychology. First, development of methods in laboratory and practical classes by students in pedagogical universities (depending on the direction of the faculty); (depending on the nature of teaching in schools) secondly, passing psychology in universities based on these methods and theories; thirdly, the psychology teacher has unlimited possibilities in carrying out propaganda work, based on the above concept and in general, based on the active methods of teaching. Another direction of educational psychology is educational activity, which is called a form of activity of the subject based on theoretical development, which is aimed at the condition of individual development as a result of the social experience of generations. D.B. Elkonin showed that finding a solution to the task, which is an important part of the educational activity, causes the change of the subject performing the activity, the formation of his worldview, knowledge, and skills. V.V. Davidov found that learning activity is the acquisition of theoretical knowledge, and the formation of learning activity is caused by independent study and creative approach. D. B. Elkonin and V. V. Davydov developed a teaching development system in the 1960s and 1970s and tested it in school practice. Its real essence is not only to equip teachers with certain knowledge in the educational process, but also to teach them to work with any scientific information. The main goal of the representatives of this school is to teach people to think, so they promote students to acquire the basics of modern thinking. In other words, education should be organized in such a way that it should always have a "developing character"[5].

So reading is learning to think. In those years, the idea of progressive learning was included in the elementary school curriculum (it takes 3 years instead of 4) and in the curriculum of special subjects studied by grades 5-8 (separate subjects).



In 1996, more than 1,000 teachers worked with this program. D.B. Elkonin - in the experimental classes according to the Davidov system, "mainly the description of the formation process of educational activity, intellectual development, the quality of development of the student team and the individual, the development of these educational processes in traditional conditions, the system of the idea of teaching it is correct when considered with the description". This description of outcomes is usually not planned and assessed as a learning outcome in a traditional teaching system. As we have seen, within the descriptions, almost exclusively and in the main traditional system, there are no levels of knowledge in the indicator of the quality of teaching. Does it appear that the necessary and necessary knowledge is denied by the developmental education system? Of course not, the focus here is not on the amount of knowledge, but on what kind of knowledge, qualifications and skills, methods and other qualitative aspects a person has. After all, knowledge should contribute to the development of a person and not be the only goal of education.

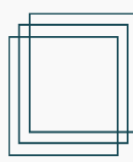
Thus, educational activity is a change in the activity of the subject, from a person who knows nothing to a person who acquires knowledge, skills and abilities. That's why educational activity can be defined as self-transformation, self-expression activity, and as a subject of this, students' experiences acquired by gaining social experience can be taken. It is an acquired part of social experience and it is a product of educational activity at the expense of changing previous experience[16].

D.B. Elkonin — description of the results of teaching in Davidov's ideological system includes the following indicators; a) level of formation of study activity; b) level of intellectual development of students; d) the level of development of the group of students and the individual; e) level of knowledge, skills and acquired skills of students at the end of training. It is worth noting once again: the subject, product, goal and result of educational activity is not only imparting and acquiring knowledge, but also knowledge, skills and abilities that are the result of the student's intellect, personal qualities and acquired knowledge. skills. The main task of the educational activity is to teach the student to think independently based on scientific theories[15].

If it is necessary to teach thinking in middle, high or elementary school, then how should it be done? To answer this question, it is necessary to approach based on the psychology of thinking. Thinking in modern scientific terms is a solution to the special problem that some of Lee's terms are on the surface (or superficial) while others are not. Thinking is a psychological activity aimed at revealing (uncovering) the relations hidden from the observations of the subject analysis. If it is necessary to teach thinking in middle, high or elementary school, then how should it be done? To answer this question, it is necessary to approach based on the psychology of thinking. Thinking in modern scientific terms is a solution to the special problem that some of Lee's terms are on the surface (or superficial) while others are not. Thinking is a psychological activity aimed at revealing (uncovering) the relations hidden from the observations of the subject analysis.

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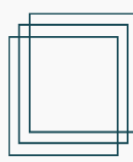


If all conditions of the task are covered, then thinking is not required, and the person can solve the task by memory or direct perception, as well as in a way that leads to a specific decision. Thinking comes into play when the task is over, when the (question) ready answer is neither in memory nor in attention. Thus, a person finds himself in a situation that seems to be problematic at a certain time, and the clarification of something that is vague and unknown requires thinking. This is exactly what students and pupils should be taught. Learning to think is to solve the gap between the knowledge that the student has and does not have, but the problem that has arisen is the knowledge that he needs to solve the task[19].

The recommendations in this regard are taken from the book "Problems of Teaching" by M.I. Mahmutov. There is also a pamphlet by I. Ya. Langer published under the same name. Both of them are doctors of pedagogical sciences and describe the situation from the "Pedagogical point of view. According to Langer's definition, "this is teaching in which students are involved in solving systematic problems and problem assignments based on educational materials." In problem-based teaching, knowledge is not given to students ready-made, - writes M.I. Mahmutov, rather, it is acquired by them in the process of learning. Psychologists T.V. Kudryavsev and A.M. Matyushkin clarified this idea: problem teaching is not activated just by putting a problem situation in front of the student. Possibilities of modern thinking psychology not only provide students with a problem situation, but also an opportunity to find a solution to the problem for them and manage the solution to this problem. So, from the point of view of psychology, the important part of problem-based teaching is not only to put a problematic situation-task in front of students, but also to teach them to solve these problems based on the laws of thinking of psychological knowledge.

In this case, concepts such as problem, problem situation, problem assignment, problem question, and problem training are often found in the theory of teaching - as a principle of problem-based teaching. What meanings are attached to these concepts? A problem (from the Greek - problema - a task) is a theoretical or practical question, which does not have a ready answer, therefore it is necessary to study and investigate to find the answer. Usually, problems arise when a person faces a task that cannot be solved by old methods. For the purpose of teaching, the teacher, methodical problems, may be deliberately placed in front of the student by the methodist. A problem in the teaching process is a model of a life problem[17].

A problem situation is a mental state of the subject when faced with a problem, an intellectual problem that is clearly or incorrectly perceived by him as a difficulty and requires new knowledge to solve it. The subject's need to acquire new knowledge that appears in a problem situation is the person's activity to learn. A problematic situation means the subject's attitude towards studying the problem that has arisen, but it is such an attitude that he does not know the way to solve it, and this way must be found. But the need to find arises only when the problem is clearly felt.



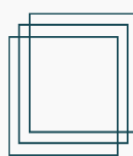
The point is that the subject who is faced with a certain problem thinks that it is only a difficulty until a certain time, but does not consider it as a problem, when it is considered as a problem only when it is necessary to solve it in some special way[18]. Thus, it is possible that an objectively existing obstacle may not be perceived as a problem by the subject. After all, the activity of thinking is activated only when the subject clearly perceives the problem. The following example is given by A.N. Leontev; Students participating in the aviamodel club were very interested in making flying model airplanes. The instructor demanded that they learn the theory of flight. However, students who did even the most difficult and trivial tasks were hardly interested in the theory of flight. No amount of preaching about the need to know the theory helped, and even when students read books on the theory of flight, they understood and remembered only the practical aspects. Why couldn't the children learn the theory? Because not knowing it would not put them in any problematic situation and would not hinder their practice. The following method was proposed in the execution of the task, that is, it was changed that the makers of the aircraft model should not only build it, but also fly it, and as a result, when the model stopped flying even 2 meters, a problematic situation arose as to why this happened. Then the instructor explained the theory to them, and now the children understood how important it is to learn the theory with the help of a problem situation.

It is often the case that difficulties that were not fully understood before gradually turn into a problematic situation and increase a person's thinking activity, creating the need to acquire new knowledge and new methods.

Psychologists have found that the thought process in most cases begins with a problem, question, movement or conflict. It is in such a problematic situation that the level of the subject's thinking activity is determined. But with the above points, we cannot say that every problem situation shows the activity of thinking. In addition to accepting the situation as a problem, the subject should have some knowledge in his head. For example, a student who does not know what a "referent group" is cannot answer a question from social psychology: a group can be both "referent", "large", "small", "professional" and "natural" at the same time. From this it can be understood that a situation perceived as problematic by an individual will not be able to think in the right direction to solve the problem. If he does not have a reserve of basic knowledge, he cannot know what to think about.

Conclusion

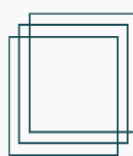
Psychology is actively involved in solving important issues in industry, community management, education system, health care, culture, sports, transport, radio, television and other structures. The achievements of psychology are of particular importance in the realization of individual capabilities and their activation, and thus influence the increase of labor efficiency.



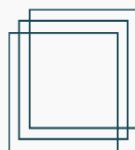
In modern psychology, electronic computing techniques, electrical and chemical tools are used to study the psyche in depth. In psychology, fierce debates continue around the method of self-observation (introspection). Some psychologists emphasize it as the main method of conducting research, while others recognize its limitations and recommend using objective methods instead. Thanks to the objective methods, the material basis of the psyche was identified, and it was proved that the causal connection of subjective conditions with the internal relations of a person is manifested in a single person and in a group. In the world community, psychological research is conducted on a large scale in scientific research institutes and centers, universities in the USA, England, France, Germany, Russia, and Switzerland. In Uzbekistan, psychology has been taught as a subject since 1928 at the current National University. In 1929, a psychology laboratory was opened under the Commissariat of Public Education. Later, education in several fields of psychology began to be given to students in pedagogical institutes. In the second half of the 20th century, local cadres such as M. Vahidov and M. Davletshin developed. Currently, doctors of psychology V. Tokareva, E. Ghaziyev, B. Kadirov, G. Shoumarov, R. Gaynutdinov, V. Karimova, Sh. Barotov, A. Jabbarov, R. Sunnatova are conducting research in the fields of general psychology, pedagogical and youth psychology, and social psychology. Training and research work of psychologists is carried out at the bases of the National University of Uzbekistan, SamSU, Fergana University, Karshi University, and Termiz University. Psychological service has been introduced in Uzbekistan and its network is expanding.

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