

ORGANIC CONNECTION OF MODERN PSYCHOLOGY WITH PEDAGOGY

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Abstract: *This article describes what pedagogical psychology is, in what period it was established, how pedagogy and psychology are related, and what is being done in this field. In addition, in the analysis and methodology of the literature in the coverage of this article, the ideas are that the dependence of education on the work of personal development depends on the forces that form, improve, and convey the national idea to the masses.*

Key words: *psychological trends, educational process, psychological foundations, pedagogical knowledge, pedagogical psychology.*

INTRODACTION

In order to develop creativity in the pedagogical process, it is necessary to use teaching methods and technologies that help to increase the potential of a person and increase his creative activity. These technologies help a person to develop self-esteem, increase confidence in his abilities, and develop psychological difficulties that prevent him from having an adequate relationship with reality. The priority direction of the teacher's activity in the modern education system. dialogic methods of communication, joint search for solutions and various creative activities. All this is done using interactive teaching methods. In the process of interactive education, students learn to think critically, solve complex problems based on the analysis of the situation and relevant information, find alternative opinions, make well-thought-out decisions, and participate in discussions. For this, lessons are organized on the basis of pairs and group methods, research projects, role-playing games are used. The practical task of pedagogical psychology is the psychological conditions of mastering young people, psychological issues of upbringing, taking into account their youth and individual characteristics when educating children, the formation of knowledge, skills and abilities in young people, teaching them to think independently, forming scientific concepts, working on oneself, self-education, forming young teachers' love for psychological activities is to bring the achievements of psychological science and psychological knowledge to the attention of the general public, to make parents, educators and teachers enjoy them . Practical tasks are carried out by appearing on radio and television programs, magazines, lectures and special programs, talking to the neighborhood, school and parents. We need to achieve this, so that the general public can enjoy psychological knowledge about the child's mental development. That's the only way we can provide real education to young people and successfully implement it. Pedagogical psychology uses many methods used in general psychology,

depending on the content of its subject. Because the search for the necessary evidence, the identification and proof of the reasons for their occurrence are performed using various methods. Regardless of which method is used, these methods are important not only for private scientific research, but also for organizing a deeper study of the child for practical educational purposes. The research methods used in pedagogical psychology for the proper organization of educational work are based on the individual psychological characteristics of students, the basis for choosing the appropriate and most effective methods for educational impact. It is necessary to know its uniqueness well. The methods used in pedagogical psychology should also comply with the requirements of the principles and methods of the science of psychology.

In conclusion, it can be said that in the process of investigation, the material basis of the society, which is reflected in the whole psyche and mind of the person, is studied together with the socio-economic relations in it. In the process of education, it is necessary to monitor the transition of quantitative changes of mental phenomena to qualitative changes and the transition of one qualitative state to another qualitative state. For example: by studying the development of the student's psyche, it is possible to learn about the change in the student's cognitive ability, i.e., the quality of memory, thinking, reasoning, in the process of gaining knowledge and experience.

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