

EDUCATIONAL PSYCHOLOGY AND ITS ATTREBUTION FOR THE LEARNING-TEACHING PROCESS

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Annotation: The purpose of this article is to provide a brief overview of educational psychology itself, its origins, and its contribution to public life. In addition, this article examines the role and importance of educational psychology in the learning-teaching process.

Annotatsiya: Ushbu maqolaning maqsadi ta'lim psixologiyasining o'zi, uning kelib chiqishi va ijtimoiy hayotga qo'shgan hissasi haqida qisqacha ma'lumot berishdir. Bundan tashqari, ushbu maqolada ta'lim psixologiyasining o'quv-ta'lim jarayonidagi o'rni va ahamiyati ko'rib chiqiladi.

Аннотация: Цель этой статьи — дать краткий обзор самой педагогической психологии, ее истоков и вклада в общественную жизнь. Кроме того, в данной статье рассматривается роль и значение педагогической психологии в образовательном процессе.

Key words: Educational psychology, experimentation, Blonskii, Vygotsky, mediation, Huse, psychological principles, metropolitan, psychologists, European science.

Ключевые слова: Педагогическая психология, экспериментирование, Блонский, Выготский, медиация, Гузе, психологические принципы, митрополит, психологи, Европейская наука.

Kalit so'zlar: Ta'lim psixologiyasi, eksperiment, Blonskiy, Vygotskiy, mediatsiya, Huse, psixologik tamoyillar, metropolitan, psixologlar, Yevropa fanlari.

The knowledge of educational psychology can adapt and enhance the learning experience to the psychological realities of the human mind. Learning - especially in schools - is not exactly "natural" entertainment. Some of the subjects studied are not syntonic with everyone's ability (mathematics, geometrics, etc.) Difficulties of learning are common in otherwise healthy children, and they cause all sorts of psychological problems because modern schooling involves elements of competition, achievement, reward and failure, all of which have profound psychological effects on how well we learn secret shows. People who feel bad at school, either don't learn very well or don't use what they learn very well. All this goes into Educational Psychology and much more.

In the second half of the 19th century there occurred a turning point in psychology. Psychology entered into a period of experiment. In fact, it is precisely because of the experiment that all the natural sciences have achieved their remarkable successes. Experimentation created physics, chemistry, and physiology. Physicians, physiologists, chemists, and astronomers were also the first to emphasize the potential for experimentation in psychology. [4. p.6]

“Educational psychology,” writes Blonskii, “is that branch of applied psychology which studies the application of the conclusions of theoretical psychology to the process of education and teaching.” Originally, when it first emerged, educational psychology aroused great hopes, and it seemed to everyone that, under the guidance of educational psychology, education would, in illusory, however, and very shortly a general sense of disappointment set in psychology. There were any number of reasons why this happened, some theoretical in nature and entailed by theoretical development of psychology itself. [4. pp.7] In precisely the same way, educational psychology can be oriented towards any system of education equally. It may tell us how to educate the serf and the free man, the career-minded just like the revolutionary. We see this quite eloquently in the example of European science, which is equally creative in the invention of tools of creation as of tools of destruction. Chemistry and physics serve equally in war and in culture. Every educational system, therefore, must possess its own system of educational psychology. [4. p.9]

Today’s educational system is highly complex. There is no single learning approach that works for everyone. That’s why psychologists working in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information. Educational psychologists apply theories of human development to understand individual learning and inform the instructional process. While interaction with teachers and students in school settings is an important part of their work, it is not the only facet of the job. Learning is a lifelong endeavor. People don’t only learn at school, they learn at work, in social situations and even doing simple tasks like household chores or running errands. Psychologists working in this subfield examine how people learn in a variety of settings to identify approaches and strategies to make learning more effective. [6] Vygotsky’s work development in the context of early twentieth-century Russian post-revolution academia and, influenced by Karl Marx, he placed tremendous emphasis on the role played by culture in the child’s development. His view, very much in line with that of contemporary cultural psychology, was of the individual developing within, and profoundly influenced by a social, cultural and historical context (Cole, 1996). Like Piaget, Vygotsky saw the child as an active agent of their own learning, but he emphasized the extent to which learning is mediated by the child’s culture. Mediation is a key concept in Vygotskian theory, referring collectively to the ways in which

interacts with individual development. Vygotsky's work is subject to subtly different interpretations when it comes to the nature of meditation. [5. p.27]

Our ideas and beliefs directly affect our actions. In short, both what and how we think are critical. This holds true whether we live in a rural village in a Third World country or in a metropolitan city in America. It also holds true whether our ideas are right or wrong. And our ideas about how people learn will directly affect our practice of teaching. Our practice of learning and teaching will improve in proportion to our altered perceptions, which must be aligned with truth. [3. p.49] All things considered, then, times have changed for teachers. But teaching remains an attractive, satisfying, and worthwhile profession. The recent trends mean simply that you need to prepare for teaching differently than you might have in the past, and perhaps differently than your own schoolteachers did a generation ago. Fortunately, there are ways to do this. Many current programs in teacher education provide a balance of experiences in tune with current and emerging needs of teachers. They offer more time for practice teaching in schools, for example, and teacher education instructors often make deliberate efforts to connect the concepts and ideas of education and psychology to current best practices of education. These and other features of contemporary teacher education will make it easier for you to become the kind of teacher that you not only want to be, but also will need to be. [1. p.6]

With the development of the psychology in the interwar years, and particularly with the growth of educational psychology, several studies attempted to apply the new psychology to second language teaching. During that period, the application of psychology, Huse (1931) viewed the task of language learning rather narrowly as 'essentially a memory problem; it is the learning for recognition or recall of a fixed list of expressions. This task is as precise as learning the multiplication table, and might be accomplished with equal efficiency'. Huse made a plea for a more experimental approach to problems of foreign language study. In his view, educational psychologists could hardly find 'a more promising field of experimentation and educational measurement. [2. p.317] All of us have experience as learners and possibly as teachers as well. As such, we come to the learning-teaching process with implicit theories, and preferences regarding learning and teaching. It can be helpful to examine that implicit knowledge, and to become aware of its origins. As you study units in education, and gain further experience, your psychology may change. We hope, for example, that teaching educational psychology will give you new insights into the learner, the learning teaching process and some of the choices available to you as a teacher. With further teaching experiences, and deepening knowledge, your psychology of learning and teaching is likely to continue to evolve. One way your implicit theories and assumptions might be revealed, for example, is when your actions as a teacher do not align with your philosophy; how you think you should be as a teacher. Developing a

personal philosophy helps you to be aware of your beliefs, how they are related to your knowledge and experience, and the ways in which they can have an impact upon your learning and teaching.

In conclusion, educational psychology is very important to both teachers and students and it should be highly embraced for effective performance in schools. Teachers are now able to understand different students and pupils in the learning environment. . Psychology gives education, the theory of individual differences that each child has different mental ability and learns with different pace. Today in modern era, education psychology is the foundation of education. Thus, psychology effect education in every field of teaching learning process.

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