

PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF STUDENT RESEARCH
WORK

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Annotation: One of the most important, ongoing concerns in the growth of psychological and pedagogical thought has always been the methodological issues in psychology and education. It is possible to uncover their qualitative specificity and their connections to other social phenomena and processes by studying psychological and educational phenomena from the perspective of dialectics, which is the science of the most fundamental laws governing the development of nature, society, and thought. The training, education and development of specialists who will be in accordance with the principles of this theory are closely related to the specific conditions of social life and professional activity. In this article, the student will receive feedback and feedback on the psychological and pedagogical aspects of the research work.

Keywords: *pedagogical, psychological, student, development, research work, methodological, educational, cognitive activity.*

All psychological and educational phenomena are examined in light of their ongoing evolution and change, and any inconsistencies and potential solutions are identified. The question of whether this growth should be realized, adjusted, or controlled, which is directly related, arises as psychology and pedagogy increasingly master the accomplishments of various fields of knowledge, growing qualitatively and quantitatively, and continuously enriching and expanding their subject. This idea about the phenomenon is methodological. Thus, the methodology plays a decisive role in psychological and pedagogical research, giving them scientific integrity, consistency, efficiency and professional orientation.

Currently, in order to develop scientific research activities, the most important tasks for higher education institutions are defined as:

- to attract scientists of research institutions to the educational process and scientific leadership, to ensure the conduct and protection of scientific work at the stages of Master's and doctoral studies in these research institutions;
- based on the trends of the global scientific research market, in each higher educational institution (at the intersection of faculties, departments and laboratories), it is necessary to specialize scientific units in narrow and subject areas, adapt them to the needs of production and territorial development, establish promising scientific directions with a comparative advantage, increase the sales of highly qualified professors and students in these areas.

The expansion of the current state of training of qualified personnel in the system of higher professional education in accordance with the purpose of educational and cognitive activity, the complexity of increasing the motor and structural complexity, and the improvement of the educational process are some aspects of the development of creative abilities, which is necessary to improve professional skills. A specialist constructing a scientific theory, a student examining the course and outcomes of his activities in the context of experimental work, or another researcher's experience all have unique techniques and ways to conducting research. But analyzing and substantiating the importance of the results achieved is equally important for both an experienced scientist and a university graduate to objectively assess the results.

The changes being made in our nation right now, including to the educational system for the general public, are aimed at teachers and all educators, who are expected to thoroughly master their students' knowledge, foster their independent thinking and activism, instill high moral values

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in them, and assign them difficult and responsible tasks like honing their thinking, communication, reading, and working skills.

To successfully solve these tasks, it is necessary not only to know the theoretical foundations of pedagogical science, the methodology of teaching each teacher subject, the basics of physiology of school children, the basics of hygiene of schoolchildren, but also to some extent to have psychological knowledge. Each pedagogue is required to a certain extent to be also a psychologist, since they work with students, each of whom is only unique, of different ages, with different individual characteristics.

Each child only possesses his or her own unique cognitive function, willpower, character, and behavioral traits. Knowing these traits and treating each student uniquely in the educational and training process at school is essential. With these factors in place, each educator successfully completes his primary responsibility, which is the function of educating and raising the younger generation. Every educator should therefore have a solid understanding of the fundamentals of age psychology and pedagogical psychology, which are two distinct fields of psychological science.

There are a number of branches, branches of Psychological Science. Among them, age psychology is of particular importance. Age psychology studies the characteristics of the development of personality in the period of psychic development, as well as childhood, adolescence, adolescence and maturity. Despite the fact that a lot of fundamental research has been carried out, today a holistic description of the features of the development of the human psyche at the stages of its entire life path has not been achieved.

In conclusion, significant tendencies in the accumulation of information and a thorough examination of particular phenomena of objective reality may be seen in modern science. For instance, data from fields such as cybernetics, mathematics, probability theory, and other areas that did not previously claim to serve methodological duties in particular social research are now frequently utilised in the social sciences. There has been a tremendous improvement in the relationship between scientific directions and the disciplines themselves. Thus, the boundaries between pedagogical theory and the general psychological concept of the individual are becoming increasingly conditional; between the economic analysis of social problems and the psychological and pedagogical study of the individual; between pedagogy and genetics, pedagogy and physiology, etc. In addition, at present, the integration of all Sciences has a clearly expressed object - personality. And here psychology and pedagogy play an increasingly important role in combining the efforts of various disciplines in its study.

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