

The role of psychology in educational development

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Pedagogical psychology is a branch of psychology that studies the psychological problems of education, and youth psychology studies the young stages of the development of the human psyche. Environment, education and appropriate exercise help the brain structure to mature organically. What is the role of education in this process? Does education lead development or vice versa? The solution of this problem determines the content and methodology of the educational process, the content of educational levels and textbooks. In this regard, the German psychologist V. Stern put forward the idea that education follows mental development and adapts to it. Contrary to this opinion, the Russian psychologist L.S. Vygotsky was the first to put forward the rule that education and upbringing have a leading role in the child's mental development, and it is clear that education precedes development and follows it behind. expresses and gives. According to the first point stated above, education uses only what is achieved by development. Therefore, it is necessary not to interfere with the process of mental maturation, not to interfere with it, but to wait patiently and passively until the opportunity for education is reached. The theory of the Swiss psychologist J. Piaget was inspired by the same ideas. According to J. Piaget, the child's mental growth develops on the basis of its own internal laws and goes through a series of qualitatively unique genetic stages. Education can only speed up or slow down the process of mental maturation, but it cannot have any significant effect on the process of mental maturation. Therefore, education must obey the laws of development. For example, it is useless to teach a child to think logically before he has developed logical thinking. It follows from this that the

different stages of education depend on the specific age at which the child's psychological capabilities mature. It should be noted that education plays a leading role, education and development and are mutually dependent; they are not two separate processes, but one whole process. There can be no full mental development without education. Education drives development, development follows. When the necessary conditions arise, education develops the skills of logical thinking and becomes the basis for appropriate intellectual development. However, education, while stimulating development, relies on its own development, takes into account the characteristics of the achieved level of development, the internal rules of development. The possibilities of education are very wide, but not unlimited. The great Russian psychologist L.S. Vygotsky approaches the problem of education and development from the point of view of socio-historical process and states that the acquisition of knowledge is the process of participation in the culture created in the historical development of mankind. According to the cultural-historical theory of the development of mental functions advanced by him, the development of mental activity is understood as acquiring a "cultural" form, directly reconstructing its "natural" form, assuming external and then internal expression with various symptoms. Age and individual variability are manifested in various forms under the influence of the socio-historical development of mankind. The dynamic characteristics of an individual are affected by the social qualities of the individual, which increase the factor of individual variability. An important moment of characterizing a person as a person, his dynamic characteristics are calculated and expressed through his status in society (economic, political, legal, ideological, that is, his place in society). Status is based on a system of constant interactions. The social function of the role is the orientation to certain goals and values that activates the individual. Orientation to status, role, and value are the primary characteristics of a person and serve as the basis for his structure. The definition of the person determines the nature of the motivation of behavior and the

structure of the social character, taking a place in its composition as secondary symptoms. Human character and inclinations arise in a highly effective manner that combines the interaction of the primary and secondary qualities of a person. The main form that develops human personality and it is his way of life in society and his social biography. It is necessary to pay attention to the following situations in the research of the development of an individual, a person and a subject: - factors and conditions considered the basis of human development (social, economic, political, legal, ideological, pedagogical and living environment factors); - the main characteristics of the person himself, his internal laws, mechanisms, stage of evolution, stabilization and involution; - the main components of the human whole structure, their interactions, the response and attitude of a person to external influences, their improvement in the process of development, etc. The components of the research program with three different characteristics are the criteria of the practical and theoretical activity of a person. Because in the activity of the living environment, the acquisition of historical experience, interiorization and exteriorization take place. In the process of a person's goal-oriented socially beneficial activity, the so-called vital mechanisms and processes of the functional system of conscious activity arise. Thanks to this, a person not only acquires knowledge, skills and abilities, social experiences of a person, but also his perception, thinking, imagination, emotions and will, in a word, his conscious attitude to reality and his actions. and forms the motives of his behavior. All characteristics, attitudes and behaviors of a person are combined into four functional stages, each of which consists of a complex device and performs a certain role in the life activity of a person.

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