



## THE TEACHER AND ITS PSYCHOLOGICAL EFFECTS

Saodat Mamasakhatovna Yuldasheva<sup>1</sup>, Pulat Anvarovich Abduqodirov<sup>2</sup>

<sup>1</sup>Lecturer, Department of Psychology, Chirchik State Pedagogical Institute

<sup>2</sup>Senior Lecturer of the Department of Social Sciences, Tashkent Pharmaceutical Institute.

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### ABSTRACT

*This article discusses the branches of the science of psychology and the factors and methods of psychological education that effectively affect the individual.*

**KEYWORDS:** *Psychology, teacher, science, time, field, psychological education, personality, skill, student*

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### INTRODUCTION

For all existing educational institutions in the country to organize education on a correct, scientific basis, it is necessary to know the specific psychological laws of this process, its mechanisms, as well as effective ways to structure the process of active, independent and creative thinking on the basis of modern knowledge. In this regard, pedagogical psychology is one of the most developed fields of modern psychology, which plays an important role in this, because it is a field that studies the nature of the human spiritual world and its laws.

Pedagogical psychology as a branch of psychological science is a science that studies the factors, laws and mechanisms of education and upbringing that effectively affect the individual. Pedagogical psychology, which studies the psychological laws of activity and behavior in educational institutions, is located at the intersection of two disciplines, namely, psychology and pedagogy.

The subject of pedagogical psychology is the study of the laws of acquisition of knowledge, skills and abilities in educational institutions, the individual differences that occur in these processes, the laws of the formation of active, independent and creative thinking in students. Pedagogical psychology also studies the changes in the psyche of students as a result of the impact of education, the relevance of teaching materials to the age of students, the psychological effectiveness of different teaching methods, the psychological requirements for the order of textbooks.

One of the important tasks of pedagogical psychology today is to develop the psychological basis for further improvement of the educational

process in the educational institution, which is associated with the transition to a new kind of educational program. Pedagogical psychology also studies the impact of various educational activities on students in the process of student personality formation and explores the psychological foundations of students' self-education.

### THE MAIN FINDINGS AND RESULTS

Although pedagogical psychology emerged as a separate subject in the early nineteenth century, its development as an independent science and the path to decision-making may have been more complicated. Although in the past our ancestors did not study the psychological laws of man in a particular scientific direction, the manifestation of these cases in the manuscripts of scientists, their valuable ideas about human perfection are still of great importance.

On the psychological characteristics of the teacher, Abu Nasr al-Farabi said: "The teacher must have intelligence, beautiful speech and be able to fully and clearly express the ideas he wants to convey to the students." he must be able to remember everything, to be intelligent, to have a beautiful speech, to be able to fully and clearly express the ideas he wants to convey to the students. At the same time, he must value his dignity and be fair. Only then will he have a high level of humanity and reach the peak of happiness.

The psychological problems of the younger generation related to education and upbringing have also regularly attracted great scientists, philosophers and writers. The first works of pedagogical and psychological content were covered on the basis of religious moral teachings XVII-XVIII. Patterns of



psychological research in Russia have been formed in various works related to the human psyche under the influence of Eastern and Western cultures. The first views in the works of VN Tatishev, AN Radishev, NI Novikov and others are also associated with the peculiarities of mental development, differences in mental development.

Pedagogical psychology, like other branches of psychological science, has its own research methods. Psychological laws can be objectively clarified only through examinations carried out on the basis of a specific plan. It would be expedient to divide the process of psychological research into the following main stages;

**Problem statement.** As with any research, research in psychology begins with the identification of a problem of theoretical and practical importance, as well as the analysis of scientific and specialized literature on the subject in order to determine how well the problem is covered in science;

**Selection of research methods.** Psychological research is conducted using a variety of methods (these methods are discussed in more detail below). The success of the tests will largely depend on the correct choice of method;

**Data collection.** The data collected must be relevant to the problem being studied or their collection must be purposeful. The basic requirements for scientific data are that they be objective, complete and consistent. The data collected should describe the problem under study in all its aspects;

The process of psychological research is carried out through the main stages mentioned above.

There are general and special methods of pedagogical psychology. Among the methods used in practice are the following.

**Observation method.** is to analyze the teacher's daily psychological activities in normal life and circumstances. Through observation, different people's attention, emotions, external expressions of the nervous system, temperament features, gestures, sensitivity, speech activity, and so on are studied. However, this method does not allow the study of highly complex internal psychological experiences, high emotions, thinking, logical memory and intelligence.

**Experiment method.** It consists of an analysis of the psychological activity manifested in an artificially created psychological environment. The experimenter or experimenter specifically creates the desired phenomenon of psychological activity and determines the conditions and nature of its manifestation. The experimental method is divided into natural and laboratory methods, respectively.

The natural method is used to solve psychological and pedagogical problems. The scientific basis of this method was created in 1910 by AF Lazursky. The use of the natural method is aimed at solving the problems of working skills, relationships, professional suitability of members of production teams, employees of scientific institutions, teachers. In the study of human psychology in the natural environment, the subjects themselves should be ignorant, and the knowledge imparted in the educational process should be adapted to the purpose of the research.

The laboratory (clinical) method is often carried out individually (sometimes in groups or in groups) without hiding from the subjects, using special psychological tools, guidelines, recommendations, indicators and applications. Now there are tools that detect changes in human psychology, sophisticated computers, devices, devices. Electronic and radiometers, stopwatches, reflexometers, electroencephalograms are often used.

**Sociometric method.** This method is directly between small group members in the study of emotional relationships and in measuring their level applied. It was founded by American sociologist John Moreno. This the interaction of each member in a particular group using the method determine which activities are required to participate. The sociometric method of research is small, adaptable to conditions is a method of measuring interpersonal relationships in groups. In this way examiners are asked direct questions and given a series of answers by giving back the process of mutual selection of group members takes place are given. Student groups of educational institutions, work in organizations relationships between communities and employees of various institutions features, dynamics, the cause of interpersonal conflicts is this method studied using. In general, the method of sociometry at different ages, psychological in groups of people of different sexes, different levels can be used effectively in the application of laws.

Psychological-pedagogical experiment is the study of the psychological characteristics of students in a natural environment using special methods. This experiment requires students to observe changes in them in a specially organized learning environment. This experiment consists of identifying and content-building steps, and specially organized training is conducted during the content-building experiment. It has the following structure: experimenter or researcher, testers, hypothesis, plan, guidance, experiment consists of interrelated and unrelated, variable, controllable and non-doable parts. The main stages of experimental research are: making a hypothesis, choosing a methodology, planning an



experiment, developing, analyzing and interpreting the data obtained.

## CONCLUSION

Thus, as a branch of pedagogical psychology, it is a science that studies the factors, laws and mechanisms of effective influence of education and upbringing on the individual, the main issues of which relate to the psychological laws of youth activities and behavior in educational institutions. The subject of pedagogical psychology is the study of the laws of acquisition of knowledge, skills and abilities in the educational institution, the individual differences that occur in these processes, the laws of the formation of active, independent and creative thinking in students.

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