



Psychological Features of Learning in The Process of Education

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ABSTRACT

The article examines the psychological features of learning in the process of education, the factors that determine students' attitudes to the subject, discusses the need for conscious assimilation of learning motives, the formation of positive attitudes among students, interest in disciplines.

Keywords:

factor, training, motive, interest, feature.

Introduction.

Training is a pedagogical process in which students, under the guidance of a teacher, gain skills and experience in applying systematized knowledge of the fundamentals of disciplines. This is a two-way process that combines the activity of a teacher (teaching) and the activity of a student (studying).

The results of the training are general education, the formation of students' scientific worldview, preparing them for life. The teacher should not only have in-depth knowledge of the correct scientific organization of the educational process, but also should know the general psychological patterns of the learning process and the assimilation of knowledge, form skills and abilities, develop thought.

Successful solution of educational tasks in education requires to know the psychological laws of the process of personality formation, age characteristics of children, individual, volitional and emotional criteria of psychological development, features of cognitive and mental activity.

It is important how much the organizer of the educational process - the teacher knows the modern concept of psychological development

of personality. Psychology believes that the psychological characteristics of a person are a product of the environment, training and upbringing. They are absolutely laid into a person's consciousness from the outside, from the outside, under the influence of the environment, training and upbringing, their formation takes place in ontogenesis.

Both talent and abilities, originality of temperament and memory, character traits, and the nervous system, heredity and environment are important.

If the psychological characteristics of a person largely play a controlling role in his formation, development, then the decisive function is performed by the social upbringing of a person, the condition of his residence, his education and upbringing. A special role in psychological development is played by education and upbringing as "a process of influence that meets the requirements of society, a purposeful process of influencing the older generation on the younger generation on the way to a conscious goal."

Psychologists reasonably recognize the fact that a person, being an active being, can consciously change his own personality, that is,

he can engage in his own upbringing. But self-education cannot be conducted in isolation from the environment. This process occurs with active interaction with the outside world.

Natural human data is an important factor of psychological development. The presence of certain anatomical and physiological features is a natural condition for the development of abilities. Abilities are formed and developed under the influence of living conditions and human activity, his education and upbringing. But this does not mean that under the same conditions, all people develop intellectual abilities in the same way. It is noted that mental development is associated with the biological maturity of the child, especially in the development of his brain. This fact should be taken into account in educational and educational work.

L.S. Vygotsky was the first to put forward the idea of the controlling role of education and upbringing in the mental development of a child; Education goes ahead of development and leads him. There can be no full-fledged development without training. Learning does not deny the internal laws of development. We must not forget that the learning opportunities are wide, but not endless. As the human psyche develops, integrity, unity, stability grows, and its integration takes place. As a result, certain qualities appear in personality.

In educational work, taking into account certain mental characteristics of the child gives the teacher the opportunity to use such pedagogical methods and means that meet the age requirements and capabilities of the child. Here, it is mandatory to take into account the individual differences of children, the level of mental development, the peculiarities of psychological activity. Mental development is characterized by what is reflected in the child's consciousness and how this reflection occurs.

The main part.

Psychologists have noted the characteristics of mental development as its criteria:

1) The rate of assimilation of the material or the rate of its perception;

2) Conciseness of thinking, determined by the number of reflections.

3) The level of analytical and synthetic activity;

4) Techniques for transferring mental activity formulated in another object, based on the study of one object.

5) Be able to independently systematize and generalize the acquired knowledge.

The teaching of each subject should be structured in such a way that it gives maximum benefit to the mental development of students.

Research by psychologists leads us to the conclusion that when teaching students, they need to be given a system of mental activity techniques along with a system of knowledge.

When organizing students' perception of various kinds of educational materials, the teacher should take into account the formation of students' mental operations (analysis, comparison, definition of general, particular and special features, abstraction, generalization, synthesis).

Assessment of students' knowledge and skills is associated with a comprehensive assessment. Checking students' knowledge without grades is less effective. Because children do not see the results of their work. As a result, self-control decreases. School life shows that in fact some children are dissatisfied with the assessment, while others are completely indifferent to the assessment.

When children are not evaluated objectively, they are misunderstood. Children need to be informed of their grades. The assessment should reflect the strengths and weaknesses of the student. M. V. Matyukhina conducted a simple and understandable experiment, for example, "clash of motives". It says that there are two motives - the ability to evaluate and the ability to solve problems. According to the results of studies conducted in secondary schools, the following is shown: the motivation to get an assessment in the first grade was 53.3%, in the second - 74%.

When we asked the children: "Why do you want to get good grades?", 48.6% of children answered "To please themselves", 29.5% answered "To please their parents", only 21.9% of children answered: "To be Smarter."

To the question "Do you want grades?", 39 out of 43 children expressed a negative opinion. The others didn't want to answer at all.

In connection with the above, it is important to distinguish between internal and external motives for learning.

It is very important to create in students the skill to systematize and generalize the acquisition of knowledge on the subject, the ability to work independently with different literary sources, comparison of facts obtained from different manuals on one or another issue. In children of primary school age, physical and psychological development is distinguished by its own peculiarity. It is at this age that the development of scientific and creative abilities is important, a number of works by psychologists are devoted to this issue.

Pedagogy of all ages proceeds today from the recognition of large reserves of development within each age due to the extreme plasticity of the nervous system.

Education should not only equip students with knowledge, but also ensure their mental growth. The target orientation of the scientific and creative abilities of students based on the acquired knowledge requires a lot of experience from each teacher, the scientific potential of creation. So, in order to increase the student's mental activity, we must conduct each lesson not just like that, but with the installation that we train competent specialists with the highest intellectual potential, who are our future and support, the continuator of society.

It is known that ensuring the conformity of teaching methods to certain pedagogical conditions is one of the factors of improving the quality of education. It leads to a solid assimilation of the necessary knowledge, teacher-student cooperation during the lesson and a common goal.

When developing a student's creative thinking ability, the organization of classes is of paramount importance. In this case, all the skill and talent of the teacher lies in the application of new pedagogical technologies in the classroom, a creative approach to the teaching material. This is the only way we can increase the student's thinking ability to expand the

boundaries of thinking. The school faces a complex and important task – "the implementation of general secondary education for children and youth that meets the requirements of modern society and scientific and technological progress, arming students with deep and independent knowledge of the basics of disciplines, awakening their desire for continuous improvement of their knowledge and skills, preparing students for active labor and social activities, conscious choice of profession."

To accomplish this task, it is necessary to consciously assimilate the motives of learning, the formation of positive attitudes and interest in the subject among students.

The motive of psychology is understood as the reasons that call students to action. The formation of motives is influenced by requirements and instincts, predisposition and emotions, decisions, ideas, interests.

Educational motives can be different: fulfilling the wishes of parents when receiving information, the desire to "keep up with others", get a high school graduation certificate, the desire to enroll in an institute after school, etc.

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