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# Developmental Learning Theory as a Methodological Basis for an Information and Analytical Approach

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**ABSTRACT**

The article shows the methods of improving the theory of developmental education by analyzing information and obtaining its positive aspects.

**Keywords:**

proximal development, ontogenesis of the human psyche, intellectual development, experimental, motive.

One of the main problems of psychology and pedagogy is the development of the relationship between the development of the child's psyche and its teaching and upbringing. There are two most important reasons why psychologists are particularly interested in this problem. The first reason for them is the practical socio-pedagogical meaning, during the period of intense modern scientific and technical changes, a sufficiently high level of general cultural and professional training is required from a person actively involved in production and social life. This, in turn, involves the development of his needs and abilities, in particular, his intellectual abilities. But at the same time, the existing educational and educational system is not able to effectively solve the important problems arising from this social task at the proper level.

The second reason is that the problem is associated with scientific and theoretical understanding, and already at the beginning of the last century, psychologists began to consider the development processes of children, their education at a relatively global level in specific

changing conditions. However, the wide popularity of Education has shown its socio – psychological impact on the spiritual formation of people. And this manifested in practice the ontogenesis of the human psyche and its internal dependence on a particular system in education.

Pedagogy should focus not on yesterday, but on the future of Child Development. Only then will he be able to bring to life the development processes that are currently lying in the zone of proximal development in the process of learning.

The tasks and actions that the child initially performs in leadership and cooperation form a clear territory of his proximal development. That is, development in a child from cooperation is different from development from education. The importance of education for development is based on this, and this, in fact, is the content of the concept of the zone of proximal development.

At the same time, education in itself is not the same as the processes of intellectual development. However, properly organized

education has a direct impact on the intellectual development of the child. So, education is an internal and necessary universal moment in the process of developing in a child not natural, but historical characteristics of a person.

One of the main tasks of developmental psychology is the study of periodization in the development of the human psyche. Only taking into account the general principles of its construction, it is possible to more or less clearly distinguish the corresponding age periods of this development, find criteria for their determination and, most importantly, explain their specific psychological characteristics. If, at a certain age, the psychological trait is not based on one or another periodicity of the development of the psyche, then the specificity disappears. Each person expresses a qualitatively defined stage of development of the psyche in relation to his age.

In the history of developmental psychology, there have been many attempts to build the periodization of human mental development. A specific approach to the problem of periodization of childhood is associated with the main ideas formulated in the psychological theory of activity. When studying the development of the child's psyche, one should proceed from the analysis of the development of his activity. The development of activity, firstly, is internally associated with the formation of human consciousness, and secondly, it has a huge number of features, in the unity of which one can describe much more deeply each age and their relationship. The criterion for the development of activity can be applied to the periodization of a person's entire life.

An active approach to the development of the problem of periodization of psychic development is associated with a general psychological concept.

Each young person - from the point of view of his life and qualitatively specific period, is based on the idea that a particular leader corresponds to a particular type of activity. The fact that it changes characterizes the change in age periods. In each leading activity, corresponding psychological neoplasms appear and form, the continuity of which creates the

unity of the intellectual development of the child. That is:

1. Direct emotional contact with adults is typical for the period from the first week of a baby's life to the age of one year. Thanks to such communication, the baby develops the need for communication with other people, a mental community with them, an emotional attitude towards them.

2. Object-manipulative activity is characteristic of children from one to three years old. Carrying out this activity - initially in cooperation with adults, the child repeats socially developed ways of moving things; he develops speech, semantic designation of things, perception of generalized concepts of the objective world and visual-effective thinking. This central neoformation is the emergence in the child of the consciousness of his children to act for others in the form of "I".

3. Game activity is characteristic for children from three to six years old. In the game, he develops imagination and a symbolic task, orientation to the general meaning of human relations and actions, States of subordination and control in them, as well as generalized experiences and the ability to determine the meaningful direction in them.

4. Educational activities are initially typical for children from six to ten years old. On its basis, younger students develop theoretical consciousness and thinking, their corresponding abilities: their needs and motives, such as thinking, analysis, planning and learning.

5. Activities characteristic of children from ten to fifteen years old and of social importance include labor, upbringing, socio-organizational, sports and artistic activities. Adolescents are awakened by the desire to participate in any socially significant work.

6. Educational and professional activities are carried out by students of the general secondary education school from five to Seventeen to eighteen years old and students of vocational schools. With its help, the need for Labor, professional interests, research skills and elements are formed in them. The ability to make their own life plans, the foundations of a person's manners, civic qualities and worldview

are formed in these young people. At this age, boys and girls can receive elementary qualifications in one of the mass professions.

The age of primary education is a historical period that has recently occurred in the life of a child. The age of primary education as an initial link in childhood, its psychological characteristics cannot be considered finalized and immutable. Its reason is the problems associated with the content and tasks of general secondary education..

From the moment the child steps into school, a restructuring of the entire system of his relationship with reality in it will take place. The Educator of the preschool educational organization exists in two systems of social relations: "child-adult" and "child-children", which are associated with educational-play activities, and its results do not affect the child's relationship with parents, just as the relationship between children is not determined. These relationships are connected by hierarchical connections that exist in parallel, and the well-being of the child depends on harmony within the family. And at school, a new structure of this relationship appears. Hence, the "child-adult" relationship is divided into the following two systems: the first of them, shown experimentally, "child-teacher", begins to determine the child's attitude towards parents and the child's attitude towards children. The child's relationship with adults and peers is formed through excellent grades, good behavior. "How do you read? - is the first question asked by an adult from a child. This subsystem becomes the center of the child's life, the totality of all favorable conditions depends on him.

Thus, the need for educational activity encourages students to master theoretical knowledge, to master the motives – methods of their reproduction through educational actions aimed at solving educational problems, that is, the task is the unity of the goal of the action and the conditions for achieving it.

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