

# Importance of Psychology in Educational System

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**Abstract:** All behavior and activity changes in the child during the growth of age are considered learning factors. Learning requires external (physical) and internal (mental) changes in activity and behavior that enable the achievement of a specific goal. In other words, learning is manifested in purposeful changes in external and internal activity (behavior). This article discusses the importance of psychology in the educational system.

**Key words:** *Educational system, psychology, intelligence, mental activity, cognitive ability, psychology of teaching, learning.*

Learning is a purposeful change of activity. It occurs as a result of previous activity. Language is of great importance in learning as a means of expressing concepts. Learning the concepts expressed through words means mastering the knowledge that a person has accumulated during the entire historical development of mankind. The transition from objective action to ideal action with imagination and concepts is done through thinking. It is always focused on solving a specific problem. Thus, a person's mastery of concepts and mental actions also requires teaching him to think.

The ultimate goal of the entire thinking (mental and intellectual) activity of a person is to solve various practical issues that production and social life put before him. In order to solve practical problems, necessary skills are needed, that is, full-fledged intellectual learning is enriched with skills. Learning consists of a complex multi-stage process that takes place at different levels: sensory (feeling), motor (movement), cognitive (knowing). Learning is based on observation. Awareness of exercises and self-control are carried out by consciously set goals and tasks.

Psychology of education and training.

Learning can be spontaneous, occur as a result of communication and interaction of a person with other people and the environment. However, in addition to the natural acquisition of knowledge and skills, learning often takes place in purpose-oriented, specially organized conditions. Organization of such goal-oriented learning is called education. Its most common type is school education. But many other institutions also provide education, such as painting, music, self-care skills, and others are taught in kindergarten. Educational elements are observed in family upbringing (proper behavior in society), etc.

In the educational process, knowledge, skills, and abilities are not passively imparted, but with the active participation of the teacher and the student. Education can be described as a process of mutual active action between the learner and the teacher, as a result of which the learner develops certain knowledge, skills and abilities. It is one of the main tasks of pedagogy science (theory, methodology and practice) to manage this process and make it qualitative, as a result, to reach the most effective level. The methods of logic, historicity, consistency and objectivity of scientific knowledge were widely used in the research process. An analysis of educational psychology and its features was carried out. President of the Republic of Uzbekistan Sh.M. Mirziyoyev's methodological instructions for studying history and spiritual heritage, and N.N. Azizkhojaeva's book "Pedagogical technologies and pedagogical skills" serves as the theoretical and methodological basis of the research.

A successful situation in education is a situation that motivates a person to study. An example of this can be interest in science, curiosity, and the desire to increase the cultural level. Such motivated situations do not have internal conflicts. Of course, they are also related to overcoming difficulties encountered during study and require willpower. But these forces are not directed to

fight with themselves, but to overcome external obstacles. Such situations are optimal from the point of view of pedagogy. Creating them is an important task of pedagogy. They require not to control the student's behavior, but to educate him, to form his goals, interests and ideals.

Motives of educational activity:

1. Connected with internal resources (innate, acquired needs).
2. Connected with external sources (social conditions of life).
3. Associated with personal resources (interests, aspirations, etc.).

Educational structure:

1. Passive reception and assimilation of information given from outside.
2. Active independent search, identification and use of information.
3. Directional search, identification and use of externally formed information.

Types of learning and educational activities:

1. Imitation, taking literally or logically and repeating, practicing according to ready-made examples and rules.
2. Selection of questions and tasks, search for information and general principles, "will" and understanding, creative activity.
3. Solving tasks and evaluating results, trial and error, experimentation, selection and application of concepts, etc.

Each of these types of education has its own methods, educational concepts and methods for managing student activity. Thus, in the first type - (providing ready knowledge and skills) - the concept of education appears as teaching. The following methods are typical for him: reporting, explaining, giving, showing. In the second type (natural independent learning) - the concept of education is reflected as motivation. Methods specific to it: arousing interest, admiration, curiosity. In the third type (conscious active direction) - the concept of education is expressed as leadership. Specific methods: posing problems and issues, discussion and debate, collaborative planning, etc.

Factors affecting the educational process.

Although learning situations, learning concepts, teaching and learning activities, motivations and learning resources are different, they all have something in common. Their ultimate goal is to channel the student's energy into learning something. If there is no movement directed at the learning goal, then there will be no learning. This universal component of any targeted learning is called memorization.

The first condition of memorization can be described as follows: what needs to be learned and mastered must be separated from all other things that a person receives from the external and internal world. Looking is not enough - it is necessary to see, listening is not enough - it is necessary to hear. Along with the teacher's explanation, there will be a stream of extraneous "noises".

Psychological experiments show that a person is able to perceive a limited range of objects (about 5-9) at the same time. Everything else is reflected as a general dim background or is not perceived at all. Psychologists call the manifestation of the human personality in the selection, processing and use of certain information. Thus, attention and instruction in reading is an external expression of mental and practical orientation (to results, goal and learning process) in students. The external factors of studying educational material include: content, form, difficulty, importance, level of understanding, structure, size, emotional characteristics of educational material. Repetition and rehearsal are the primary means of learning if the learning material is the primary cause and internal instruction is the condition. They are needed for consolidation of the acquired material, memorization, planning of the task, methods and plans for its execution, verbal self-explanation when performing the task, analysis of errors, their causes and methods of correction, etc.

Conclusion. There are two main ways to teach skills. In the first - sensory differences, that is, the development of reliance on sensory targets is taken as a basis. In the second - motor differences, acts of movement are considered as the basis of teaching skills. Each of these concepts is widely used in pedagogical theory and school practice. The first concept is recommended for schools with a synthetic content methodology (words method in teaching reading, context method in teaching foreign languages). In production education, it appears as a subject system. The second concept is expressed in formal analytical methodology with elements (letter-syllable method in teaching

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reading, dictionary method in teaching foreign languages, etc.). In production training, it appears as an operational system.

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