

## Methods Used in Teaching Psychology

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### Abstract:

The pedagogical process is organized directly by the teacher. Wherever and by what kind of teacher the pedagogical process is organized, it will have the same structure: goal-principles-content-methods-means. The goal reflects the final results of joint pedagogical actions, to which the teacher and the student aspire. The principles are designed to determine the main directions for achieving the goal. Content is part of the ancestral experience that is given to students to achieve goals in of the selected area.

**Keywords:** Psychology, pedagogy, methodology, method, pedagogical process, education, science.

### Introduction

Educational content is a system of elements of objective human experience specially selected and recognized by society (state), which must be mastered for successful activity in a particular field. The methodology is the means of action of the teacher and the student, the content of which is delivered and received, and is used together with the method as a method of "work" with the materialized content of the object. The form of organization of the pedagogical process gives it logical completeness, completeness. The dynamism of the pedagogical process is achieved as a result of the interdependence of its three components: pedagogical, methodological and psychological. Solving the organization of the main processes of the pedagogical structure, education and training, the definition of its goals, form, content, etc. To create a methodological structure, the goal is divided into a number of questions, in accordance with which the order of the sequence of stages of the teacher's and students' activities is determined. For example, the methodological structure includes providing guidance, moving to the place of observation, observing the object / fixing what is seen. The pedagogical and methodological structures of the pedagogical process are inextricably linked. In addition to these two structures, the pedagogical process involves a more complex psychological structure. Any techniques and methodological techniques are implemented by techniques in pedagogical practice. Methodological techniques are elements of a particular method that express the individual actions of the teacher and students in the learning process. Due to the variety of methodological techniques, systematization is required. They can have logical, organizational and technical characteristics. First of all, it can be divided into styles that can be used in



different ways. In all methods, the same logical techniques are used: the selection of signs, comparison of events (objects) by similarity and difference, conclusions, generalization, etc. This condition significantly determines the possibilities of all methods in the development of students' thinking and their independence in work. Organizational styles guide students' attention, perceptions, and activities. Techniques include the use of various equipment, aids, methods. In training, each method is revealed by methodological techniques that have many features and types. Methods of awakening and developing perceptual interests, fostering a culture of work can be shown, but they are carried out by three main groups of methodological techniques. The abundance of methodological techniques and especially their combination testifies to the creative initiative and pedagogical skill of teachers. A creative teacher discovers new methods, changes known methods, achieves higher educational and educational results.

**Conversation Techniques:** Conversation is characterized by the participation of teachers and students in problem solving. The purpose of the conversation is determined by the direction of students' knowledge of the problem being solved. As a result of the conversation, students should come to a certain conclusion and summarize under the guidance of the teacher. It should not be built from materials unknown to teachers: you can not waste time demanding knowledge from students that they do not have. Conversation is especially important for concluding or summarizing a lesson, as well as in lessons that connect old knowledge with new knowledge. The basic structure of any conversation is the teacher's questions. They should flow naturally from the material presented and focus on the students' assimilation of the basics, relying on previous training or real personal experience of the student. The teacher gradually increases the level of student participation in the conversation, increasing the complexity of the questions asked to them. Teacher's questions should teach students to use their knowledge independently. The answers develop and become more complex when the questions are correctly posed, students solve more logical problems. This is an important aspect of mental development.

When explaining in the question-answer method, the student does not need to hold attention for a long time, since complex ideas are presented to him in parts, and their assimilation is constantly checked. The method of storytelling is used in psychology classes because we are talking about certain events or phenomena from the life of people, the history of great discoveries, the life of scientists, the human mind as a whole and its creative activity related to the study of psychology. In some cases, the teacher's stories take the form of objects and images in the classroom. It is in the story that the answer is used, or description in pedagogy. Storytelling, like other methods, can be constructed inductively, in which a generalization is derived from a series of data, or deductively, in which the general situation is explained according to the data.

An explanation, unlike a story, is a clear presentation of educational material based on the analysis of facts and evidence by formulating conclusions. Concise, clear instructions for doing practical work are also an explanation. Even then, the teacher does not tell the material throughout the lesson: during the lesson, he asks the students, sets tasks and explains homework. When using any method, the teacher pays great attention to the culture of students'



speech. It is especially important to monitor its development in verbal forms. The questions that are asked to students gradually become more complicated. Students first give brief, then detailed answers, independently compare, draw conclusions, express opinions. Later, students are taught to participate in short messages and reports on scientific topics.

**Visual methods.** Demonstration methods should not be confused with general visibility, the pedagogical principle. When conducting a lesson with visual methods, the main place is given to visual aids, not assistants.

**Practices.** The method of scientific research used in psychology has a direct impact. It is known that among the many methods used in scientific psychological research, the most common are observation and experiment, that is, a method associated with the study of things and phenomena of the human psyche directly in laboratory and natural conditions.

Observation is the direct perception of mental processes in natural conditions without interfering with the course of events.

Students can make observations outdoors, at home, and in the classroom, and students can make observations directly under the guidance of the teacher, independently, orally, or through written assignments. Despite the fact that the tasks of scientific research in the field of psychological science and the teaching of psychology at school are different (the discovery of new facts and laws of the psyche and consciousness), it is clear that the methods of teaching psychology at school (college, university) acquaint students with the beginning of the methodology of scientific research. Also, observations are divided into two groups according to the period of their implementation: short-term and long-term methods. The shorts are fully focused on the lesson and are done with handouts. Long-term ones are held outside of classes, but their implementation and results are demonstrated in the classroom. Self-observation plays an important role in this process. The experience can be either short-term or long-term. Students usually conduct experiments outside of class. Students begin to conduct simple experiments at home, prepare for more complex and lengthy experiments in kindergarten and school. The choice of the method of teaching psychology cannot be accidental. It is carried out in compliance with two important pedagogical requirements: first, educational material; Secondly, the age and psychological characteristics of students are taken into account. When teaching psychology, it is necessary to use multi-angle teaching methods to guide the types of perceptual activities and forms of thinking. We will show you three of the most interesting methods for managing the formation of types of thinking shown in modern active learning methods. These are programmed learning, problem-based learning, and interactive (communicative) teaching methods. Without dwelling on the history of the development and dissemination of these methods, it can be noted that each of them arose as an attempt to overcome the limitations of traditional teaching methods and overcome the obstacles created by new "active" methods. For example, program teaching methods provide for the reorganization of traditional learning by defining and operationalizing the goal, ways of solving problems, forms of stimulation and control of lesson learning. The problematic method of teaching to a certain extent responded to the excessive formalization of the educational process



in the direction of programming methods. These techniques do not focus on the programming aspect, but on the situation in which the learner finds himself. At the center of their organization and management are the causes and methods of mental activity, due to the participation of the student in a problem situation. Interactive teaching methods refer to methods of managing the process of acquiring knowledge through the organization of human interaction and communication. Thus, the center of learning includes the student himself, his interaction with other real participants in the learning process. Recognizing that teaching is a social, community-based process, not a very individual one, was the first step.

A change in the position of a person leads to a new stage of mastering the activity and the transition of the student to new forms of interaction with students. Among the methods that contribute to the activation of cognitive activity of students, a special place is occupied by an educational role-playing game. In fact, this concept consists in the repetition (modeling) of the real activities of people by students conditionally and for educational purposes. Learning is an important feature that distinguishes the role method from other methods, in which each student, as a collective, accepts and fulfills a certain role of the subject, reorganizing the real situation, realizing that this is a growing process.

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