

Educational Psychology as a Science

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Abstract. The article examines educational psychology as a science, analyzes the subject and tasks of educational psychology and research methods in educational psychology.

Keywords: educational psychology, educational process, psychological knowledge, learning process, personal development of a person.

Educational psychology is associated with many other sciences for a variety of reasons. First, it is a specific branch of general psychological knowledge, which is at the center of the triangle of scientific knowledge. Secondly, it is associated with other sciences due to the fact that the educational process, in terms of its goals and content, is the transfer of sociocultural experience, in which the most diverse civilizational knowledge is accumulated in a sign, linguistic form. Thirdly, the subject of its study is the person who cognizes and learns this knowledge, which is studied by many other human sciences. It is obvious that educational psychology is inextricably linked with such sciences as, for example, pedagogy, physiology, philosophy, linguistics, sociology, etc. At the same time, the statement that educational psychology is a branch of general psychological knowledge means that it is formed on its basis. those. knowledge about mental development, its driving forces, individual and gender and age characteristics of a person, his personal formation and development, etc. Because of this, educational psychology is associated with other branches of psychological knowledge (social, differential psychology, etc.) and, above all, with developmental psychology.

Educational and developmental psychology are most closely related to each other by the commonality of the object of these sciences, which is the developing person.

When considering educational psychology, like any other branch of science, it is necessary, first of all, to distinguish between the concepts of its object and subject.

The object of science is that which exists as a given outside of the study itself, that which can be studied by different sciences. The object can be material and non-material phenomena, bodies, processes; living, biological and abstract systems; biological organisms of varying degrees of complexity. The object of scientific (theoretical and empirical) research is the flora and fauna, man, society, civilization, space, etc.

Each object (and a person as an object of scientific knowledge) can be studied by many sciences. So, a person is studied by anthropology, physiology, psychology, sociology, pedagogy, etc. But each science has its own subject, i.e. what she is studying in the object. Development and educational psychology, for example, have a common object of study - a person, but the subjects of these sciences are different. For developmental psychology, these are the patterns and mechanisms of human mental development and personal formation from birth to old age, for pedagogical - primarily the mechanisms and patterns of a person's assimilation of socio-cultural experience in the

educational process. It is obvious that the commonality of the object of study determines a close, internally indissoluble connection between pedagogy and psychology, developmental and pedagogical psychology, and a sufficient conditionality of their differentiation on the basis of the difference in their subjects.

The subject of educational psychology is the facts, mechanisms, patterns of assimilation of sociocultural experience by a person and the changes caused by this process of development in the level of intellectual and personal development of a person (child) as a subject of educational activity, organized and controlled by a teacher in different conditions of the educational process. In particular, educational psychology "studies the patterns of mastering knowledge, skills and abilities, examines individual differences in these processes, studies the patterns of the formation of active independent creative thinking in schoolchildren, those changes in the psyche that occur under the influence of education and upbringing", i.e. the formation of mental neoplasms. In the broadest sense of the word, the subject of science is what it studies in an object. The given definition eloquently testifies to the complexity, multidimensionality and heterogeneity of the subject of educational psychology. At the present stage of development, educational psychology is becoming even more voluminous. In general, we can say that educational psychology studies the psychological issues of managing the learning process, the formation of cognitive processes (we add, and, above all, theoretical thinking), "searches for reliable criteria for mental development and determines the conditions under which effective mental development is achieved in the learning process, considers questions of the relationship between the teacher and students, as well as the relationship between students "in the general context of the task of forming the student's personality.

In general, educational psychology identifies, studies and describes the psychological characteristics and patterns of intellectual and personal development of a person in different conditions of educational activities, educational process. The specific tasks of educational psychology are:

- disclosure of the mechanisms and patterns of teaching and upbringing influence on the intellectual and personal development of the student;
- determination of the mechanisms and patterns of mastering the student's socio-cultural experience, its structuring, preservation (strengthening) in the individual consciousness of the student and use in various situations;
- determination of the relationship between the level of intellectual and personal development of a student and the forms, methods of teaching and upbringing influence (cooperation, active forms of education, etc.);
- determination of the features of the organization and management of educational activities of students and the impact of these processes on their intellectual, personal development and educational and cognitive activity;
- study of the psychological foundations of the teacher, his individual psychological and professional qualities;
- determination of mechanisms, patterns of developmental education, in particular the development of scientific, theoretical thinking;
- determination of patterns, conditions, criteria for the assimilation of knowledge, the formation of the operational composition of activities on their basis in the process of solving various problems;

- determination of the psychological foundations of diagnostics of the level and quality of assimilation and their correlation with educational standards;
- development of psychological foundations for further improvement of the educational process at all levels of the educational system.

Educational psychology has the main arsenal of scientific methods, such as observation, conversation, questioning, experiment, analysis of the products of activity (creativity), testing, sociometry, etc. Depending on the level of scientific knowledge - theoretical or empirical - methods are defined as theoretical or empirical. In educational psychology, empirical methods are mainly used.

Observation is the main, most widespread in educational psychology (and in pedagogical practice in general) empirical method of purposeful systematic study of a person. The observer does not know that he is an object of observation, which can be continuous or selective - with fixation, for example, of the entire course of the lesson or the behavior of only one or several students. Based on the observation, an expert judgment can be given. The observation results are recorded in special protocols, where the surname of the observed (s), date, time and purpose are noted. The protocol data are processed qualitatively and quantitatively.

Self-observation is a method of observing a person for himself on the basis of reflective thinking (the object of self-observation can be goals, motives of behavior, results of activity). This method is at the heart of self-reporting. It is characterized by sufficient subjectivity and is used most often as an additional one (at the turn of the 19th and 20th centuries, self-observation was the basis of introspective psychology).

Conversation is a widespread in educational psychology (and in pedagogical practice) empirical method of obtaining information (information) about a person in communication with him, as a result of his answers to targeted questions. The moderator does not communicate its purpose to the student. Answers are recorded either by tape recording, or by cursive writing, shorthand (if possible, not attracting the attention of the speaker). Conversation can be both an independent method of studying a person, and an auxiliary one, for example, preceding an experiment, therapy, etc.

An interview as a specific form of conversation can be used to obtain information not only about the interviewee himself, who knows about it, but also about other people, events, etc. During the conversation, the interview can be given an expert opinion.

Questioning is an empirical socio-psychological method of obtaining information on the basis of answers to specially prepared questions that correspond to the main task of the research. Preparing a questionnaire is a responsible business that requires professionalism. When drawing up the questionnaire, the following are taken into account: 1) the content of the questions, 2) their form - open and closed, the latter are answered "yes" or "no", 3) their wording (clarity, without prompting the answer, etc.), 4) number and order of questions. In pedagogical practice, no more than 30-40 minutes are given for questioning. The order of the questions is most often determined by the method of random numbers.

Questioning can be oral, written, individual, group, but in any case it must meet two requirements - representativeness and uniformity of the sample. The material of the questionnaire is subjected to quantitative and qualitative processing.

Experiment is the central empirical method of scientific research, which has become widespread in educational psychology. Distinguish between laboratory (in special conditions, with equipment, etc.) and natural experiment, carried out in the usual conditions of learning, life, work, but with

their special organization, the influence of which is being studied. One of the most effective and widespread forms of natural experiment in recent decades (especially in domestic educational psychology) is the formative experiment. In its course, changes in the level of knowledge, skills, attitudes, values, in the level of mental and personal development of students are studied under targeted teaching and upbringing influence.

Conclusion

Everything considered shows that educational psychology is a multifaceted area of psychological knowledge, taking into account the characteristics, patterns, content and research methods of which can provide significant assistance in the implementation of psychological and pedagogical tasks of upbringing and developmental education in any educational system.

Educational psychology is an interdisciplinary independent branch of knowledge based on knowledge of general, developmental, social psychology, and personality psychology, theoretical and practical pedagogy. It has its own history of formation and development, the analysis of which allows us to understand the essence and specifics of the subject of its research.

List of sources used

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