

THE MAIN FEATURES OF PSYCHOLOGY TEACHING METHODOLOGY

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Abstract

This article is intended to give basic information about the method of teaching psychology, the method of teaching psychological knowledge and skills in the broadest sense of this concept, the method of teaching psychological education and practical psychological teaching. Psychologists working in academic institutions often combine scientific research with teaching activities. Also, in this paper, essential tasks, methods about the methodology of teaching psychology is presented.

Key words: Psychology teaching methodology, modern psychologists, teaching methods, tasks.

INTRODUCTION

It is known that psychology as a discipline and activity of psychologists has three main goals: Searching for new psychological knowledge, applying psychological knowledge to solve practical problems, Transferring psychological knowledge. The goal is to achieve the first goal of scientific psychology, the second - practical and practical psychology, and the third - the methodology of teaching psychology. Scientific psychology as an independent discipline was formed in the second half of the 19th century. and throughout the 20th century. passed the path of development. It has become one of the recognized branches of scientific knowledge; psychological departments and laboratories have taken a worthy place in university science in many countries. In many countries, the methodology of teaching psychology is only in the early stages of its formation, despite the fact that the teaching of psychology itself has a long history. Works on the methodology of teaching psychology were published throughout the 20th century, but they appeared

very rarely and only related to certain aspects of this field of activity. The periods when psychology was introduced as a subject in secondary schools (the beginning and middle of the 20th century) are distinguished by the activation of methodical works in the field of psychology education (Samarin, 1950: Panibrattseva, 1971).

Interest in psychology as a field of science and practice clearly dominated throughout the 20th century, although most psychologists had to work as psychology teachers whether they wanted to or not. At the same time, it was assumed that in-depth knowledge of scientific and practical psychology is enough for successful teaching of psychological sciences. However, in recent years, the number of specialists who are aware of psychology as a subject and science is increasing. Psychology as a science is not the same concepts. The psychology course has its own didactic tasks, therefore, for successful teaching, only psychological knowledge is not enough, teaching ability is also necessary.

In Uzbekistan, psychology has been taught as a subject since 1928 at the current National University. In 1929, a psychology laboratory was opened under the Commissariat of Public Education. Later, education in several fields of psychology began to be given to students in pedagogical institutes. In the second half of the 20th century, local cadres such as M. Vahidov and M. Davletshin developed. Currently, doctors of psychology V. Tokareva, E. Ghaziyev, B. Kadirov, G. Shoumarov, R. Gaynutdinov, V. Karimova, Sh. Barotov, A. Jabbarov, R. Sunnatova are conducting research in the fields of general psychology, pedagogical and youth psychology, and social psychology. Training and research work of psychologists is carried out at the bases of the National University of Uzbekistan, SamSU, Fergana University, Karshi University, and Termiz University. Psychological service has been introduced in Uzbekistan and its network is expanding.

If we look at history, it is at the beginning of the 20th century. rapid development of experimental and applied psychology begins, which is accompanied by increased interest in science. Psychological education is also developing. After 1905, fundamental changes took place in the teaching of psychology in higher educational institutions. The number of psychology courses and the number of hours

devoted to these courses is increasing. The number of teachers and students is increasing. In addition to lectures, seminars and pro-seminars on experimental psychology, practical training is organized. Lectures on psychology are conducted along with demonstration of instruments, installation of illustrative experiments. This was an important innovation in the practice of teaching psychology. Psychology began to be taught as an empirical science. Currently, psychology is taught in almost all higher educational institutions, colleges and general education schools, as well as in various short-term professional retraining courses, professional development faculties, and in the post-higher education system. Despite significant differences in the size and depth of the studied courses, in the special direction of their content for training different specialists, all psychology teachers need one thing in common in order to have teaching methods.

MAIN PART

The methodology of teaching psychology is the science of psychology as an educational subject and the laws of the educational process for different age groups. Considering methodology as a pedagogical science, "How are didactics and methodology related to each other?" we have to answer the questions. "What is the relationship between methodology and pedagogy? "Pedagogy and methodology are interrelated as general and special concepts. The first defines the general laws of education and training, and the second interprets them in relation to its subject.

There are also different opinions about the subject of psychology teaching methodology:

- 1) the methodology, as its object, educates the young generation, which teaches the basics of psychological education and the science of psychology and is inextricably linked with it;
- 2) methodology of teaching psychology - psychology as an educational subject and the laws of the educational process of different age groups;
- 3) the subject of psychology didactics is psychological education, including education and upbringing related to it, as well as its problems and development prospects, at the

same time, the subject of psychology didactics is software knowledge of science, emphasizes that skill acquisition is both a process and an outcome. and abilities;

4) methodology - a branch of pedagogy, i.e. scientists include the subject of methodology as education, training and education, and sometimes limit it to a set of means and methods of mastering the content of education. At the same time, they understand learning differently, which is the interaction between the teacher and students, or the process of mastering actions, or cognitive activity.

The teaching methodology performs the following tasks:

1. The teaching methodology examines the issue of the goals and tasks of teaching psychology as a science. Without an answer to this question, he cannot solve other questions. For a certain period of time, the purpose of training was to equip students with psychological knowledge, skills and abilities. Currently, the role of science is increasing, the amount of knowledge is increasing. That is why it is important to form students' enthusiasm for independent acquisition of knowledge.

2. The methodology of teaching psychology as a science solves the issue of the general laws and didactic principles on which the process of teaching psychology is based. Methodology of teaching psychology "What to teach?" Considers the question. It teaches concepts such as how much knowledge to impart to listeners at different levels of training.

Methods of teaching psychology.

a) Problem-based learning methods

b) Verbal methods of teaching psychology - the source of knowledge and skills is the spoken or printed word).

c) Visual methods of teaching psychology - Observable objects, events, visual aids are the source of knowledge and skills.

d) Practical methods of teaching psychology - the source of knowledge and skills are practical actions performed by students.

e) Distance education - educational technologies implemented using information and telecommunication technologies, which mainly have indirect or incomplete mediation between the student and the teacher.

f) Methods of strengthening the studied material - combining the studied material.

CONCLUSION

In conclusion, it should be said that Psychology is the science of mental reflection of reality in the course of human activity, mental processes, situations, events, feelings. The research subject of psychology includes such psychological processes and categories as sensations and images of perception, thinking and feeling, activity and behavior. The main tasks of psychology are to reveal the laws of the psyche, the formation of human mental states in the unity of phylogenetic and ontogenetic development. In finding a solution to these tasks, on the one hand, psychology is in close contact with the fields of biological science, including physiology, and on the other hand, with sociology, pedagogy, cultural history, logic, and social sciences. Psychology is primarily the study of consciousness and self-awareness, which is the human form of psyche.

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