

# The essence, types and psychological content of the educational process, the structural structure of the educational process.

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The purpose of the article is to convey to students the essence of the concept of education, its role in personal development, non-traditional teaching methods and tools, and to explain the dependence of education on the future development of society. A number of scientists show that as a result of its educational activities, the body acquires new psychological qualities and characteristics. The ways of instilling in students the professional and personal qualities characteristic of teachers and educators have been determined.

**Key words:** educational activity, education, study, knowledge, skill, competence, reflex, individual, emotional.

## Introduction.

As the Republic of Uzbekistan stabilizes its independence on a global scale year after year, its future depends on how educated and spiritually mature the people of today's generation become. In this place, the role of the science of psychology, which studies the laws of the human psyche, is extremely important. To further increase the effectiveness of education in the formation of a mature personality as a perfect, active person for our society, it is very important that the science of psychology and its practice have the right direction. The prospect of independence of the Republic of Uzbekistan depends on the teachers who are educating today's young generation, and the personnel who will take our place tomorrow. We must always remember that the future of our country depends on how the younger generation is raised, what spiritual qualities they grow up with, how active our children are in life and what high goals they serve. If we don't pay attention to education now, the future will disappear. Spiritual and moral purification, faith, honesty, piety, honor, kindness and other truly human qualities do not appear by themselves. Education is the basis of everything. Democratization of the state and society requires the socialization of the individual in society, as well as the improvement of the activities of educational institutions. In the Message of President Shavkat Mirziyoyev to the Oliy Majlis, as the sages of the East said: "The greatest wealth is intelligence and knowledge, the greatest inheritance is a good education, the greatest inheritance is poverty and ignorance!" fate and its results depend on how the level of education of our people meets the needs and developments of the time, what specialists will be provided and take their place.

## Materials and methods

As a result of educational activities, a person acquires new knowledge, skills and abilities or changes existing ones, which is a process of development and improvement of his abilities. Educational activity is an activity in which human mental processes are formed and developed, on the basis of which new types of activity appear - Collection of regulatory legal documents of the Republic of Uzbekistan. October 2019,

issue 41. This is reflected in the scientific research, texts and literature of I.P. Pavlova, A.N. Leontyeva, L.S. Elkonina, V.V. Davydova, L.V. Zankova, F. Talizina, M.G. Davletshina, V.A. Krutetsky, F.I. Khaidarova, N.S. Juraeva, E.G. Gazieva.

Educational activity is a continuous process that manifests itself throughout a person's life. Speaking about education, attention is paid to the special functions of the teacher in the educational process. It refers to educational activities carried out by a student aimed at developing the ability to acquire knowledge, skills and abilities. All three concepts discussed above are related to the content of educational activities. When talking about the outcome of learning, the concept of learning is used. Learning means that a person acquires new psychological qualities and characteristics as a result of educational activities. From an etymological point of view, the concept comes from the concept of "learning" and includes everything that a person can learn through learning and cognition. Describing educational activity as a learning process based on the interaction of teacher and student from different sides, we use all four concepts - teacher and student. We highlight one depending on from which side its influence is expected.

### **Results**

It is important to determine how much development depends on maturity. Learning always depends to one degree or another on the biologization of the body. For example, a child cannot be taught to speak until the parts of the brain responsible for speech have developed. A person has several types of learning. The first of them is also found in animals with a developed central nervous system. This is learning through the imprinting mechanism, that is, rapid automatic learning. Babies have a sucking reflex. Since the time of I.P. Pavlov, this behavior has been called unconditioned reflexes. The second type of learning is conditioned reflex learning. Research in this direction also belongs to I.P. Pavlova. This type of learning involves the emergence of new forms of behavior as conditioned responses to an initially neutral stimulus. It is necessary to take stimuli that cause conditioned reflex reactions of the body. For example, when you say the word "lemon," you think of a yellow fruit with a sour taste. The third type of learning is operant learning. In this type of education, knowledge, skills and abilities are acquired through trial and error. The situations that a person encounters give rise to various instinctive, unconditioned and conditioned reactions. Etymologically, this concept comes from the concept of learning, and a person can do it. Learning through teaching and learning is comprehensive. Academic success depends on many factors, among which the following psychological factors are important: motivation for learning activities, cognitive processes, perception, attention, imagination, memory, freedom of thought and speech, strong-willed and other personal characteristics of students: responsibility, hard work, dedication, discipline, awareness, regularity, presence of others. Russian psychologist A. N. Leontyev established that there are mental and practical forms of human activity, the child's mind clearly grows in educational activities, in the formation of associations: imitation; differentiation and generalization; understand (guess); creativity. D.B. Elkonin shows the features of educational activity and emphasizes that it is social in its essence, content and form of self-expression. Educational activity is, first of all, an activity that leads to change in the student. His product must be built on different motives. D.B. Elkonin argued that the formation of educational activities is a phased transfer of activities performed by some people to the student himself for independent implementation without the participation of a teacher.

The educational process consists of five elements:

1. The purpose of education – why should we teach?
2. Content of education – what should be taught?
3. Teaching methods, methods and methods of pedagogical communication.
4. Teacher.
5. Student.

Organization of the educational process: acquisition of information about the important features of the external world necessary for the successful organization of one or another type of ideal-practical activity: study of the methods and processes that make up the mastery of all these types of activities; depends on the correct selection and use of appropriate methods and processes.

Learning motivation refers to students' personal interest in better mastery of educational material. The teacher only teaches to satisfy one's material interests or not to be unemployed, not to make mistakes, this is due to the motivation to avoid failures and so on. It is impossible to achieve good pedagogical results in this activity.

### **Motivation**

The first task of improving the effectiveness of education is to make it a deep and multi-motivated process. Teaching becomes effective if the teacher begins to see the main meaning and purpose of his life in the process of teaching students. The theory of the gradual development of mental behavior, knowledge, skills and abilities (P.Ya. Galperin). According to the theory of P.Ya. Galperin, the process of acquiring knowledge takes place in six stages, including:

1. Motivation. 2. Explanation. 3. Performing actions in material form. 4. Performing actions and tasks out loud. 5. Do not voice the actions that need to be taken within yourself. 6. Activity includes mental activity.

This theory identifies three main types of education:

- in the first type - the assimilation of behavior occurs with errors, the material presented is not assimilated sufficiently, the student does not understand the true essence of learning;
- in the second type - characterized by a relatively bold and complete understanding of the material and the identification of concepts related to the material;
- third type - ensures fast, efficient and error-free behavior.

Theory of V.V. Davydov. This theory organizes the acquisition of scientific concepts by primary school students. In this case, students must, during the educational process, master a system of theoretical concepts, which, in turn, ensures a transition from specific knowledge to general knowledge. In psychology, interest is a person's attitude towards some things or events that are valuable or pleasant to him. Interests are one of the important and individual characteristics of a person. Interests play a big role in the lives of students. They are the main impulses and motives that activate learning activities. The learning process requires students' attention. The use of visual aids and information technology tools in the classroom arouses the involuntary attention of students. In the educational process, the teacher's task is not only to create a working situation in the lesson, but also to control the students' readiness to understand the material taught in the lesson. The effectiveness of the educational process largely depends on the instructions given by the teacher. The teacher's task is to create a set of rules for students: what should be remembered temporarily, what should be remembered for life, what should be understood without completely remembering, what should be remembered verbatim, what should be told in speech necessity. According to you, the emotionality of teaching is one of the factors ensuring educational success. Learning is an emotional process. If the information communicated to students does not evoke any emotion in them, students will not remember it well. Of course, we should also talk about the mental state of students, that is, about what they experience at a certain time. Their cheerful, optimistic attitude makes educational activities very effective. Positive emotions have a great influence on the effectiveness of educational work. There will be a dispassionate discussion conducted with frustration, an argument, and a matter viewed indifferently or even more negatively will not be offended at all.

### **Cooperation**

A number of theories are associated with problem-based learning, and L.V. Zankova and A.M. Matyushkin devoted their theories to the organization of problem-based lessons in education. The problem of the psychological foundations of education covers many issues. The success of learning depends on a number of psychological factors. First of all, let's talk about the student's attitude to learning. This attitude is manifested in attention, emotions, interest and will, as well as in human behavior. "A student is not a vessel to be filled, but a torch to be lit". There is a deep meaning behind this idea. After all, the teacher should widely use the above teaching methods: problem-based learning, partial questioning, research methods. Today, one of the main requirements of the educational process is the formation of a free-thinking, independent personality, and the use of the above methods ensures that a

spark turns into a big torch. Students' interest in learning plays an important role in the educational process. It is known that interest is the emotional coloring of students, their attitude and orientation towards choosing a topic or activity.

### **The principle of open systems**

From the course of general psychology it is known that will is determined by the clarity of a person's goal, the desire to achieve it, the speed of making a certain decision on the path to the goal and its timely execution. In the learning process, the importance of volitional actions is very important - paying constant attention to the educational material. Will manifests itself in the intellectual activity of students - the desire to solve a problem, find an answer to a question, etc. According to research by psychologists, students' assimilation of material largely depends on the training of their will. Volunteering is a prerequisite for education. Particular attention should be paid to the formation of cognitive processes in the educational process. After all, cognitive processes are a very complex activity in which there is a transition from living observation to abstract thinking, from abstract thinking to practice, after which objective reality is cognized. Therefore, the first thing we should pay attention to is the process of understanding the educational material. From the course of general psychology it is known that perception is the emergence of a holistic image as a result of the influence of things and events on the human psyche; it can be in the form of manifestation, behavior; excursions, textbooks and other guides for students. Because there are various age differences in the perception of space, time and movement. Motivation is a dynamic process of psychological and physiological control of behavior, a set of motives that includes initiative, direction, organization and support. Motives, firstly, stimulate educational activity, and secondly, they help to choose the necessary ways and methods of achieving the goal. Motives for learning in educational activities are chosen by the students themselves and are directly related to the goals, interests and plans of the student.

### **Social responsibility**

Education is the transfer of knowledge and skills from one person to another. Knowledge, skills and competencies are the result of the educational process. The problem of the process of acquiring knowledge is studied by P.Ya. Galperin and N.F. Talizina. They developed a theory of the gradual formation of mental behavior. The authors explained that mental behavior is manifested in material form through external speech, and in mental form through thoughts. The first stage of mental behavior is expressed in the form of pictures, drawings and symbols. The second stage of mental behavior is when students express and think about the ideas they get from the exhibits. The third stage appears in the consciousness of the subject as an idea, concept, law, sign, feature, action, method.

### **Discussions:**

Opportunities are objective conditions that determine human activity. For example, a rich library encourages a child to read a lot of books. 3. Personal resources: these are the values and ideas of a person's value system. These resources are present to one degree or another in the activities of every person. All of them influence the course of activity and form the motivation of the learning process. V.A. Krutetsky specifically expresses the following motives found among adolescents: a) interest in science; b) the desire to benefit the country; c) development of personal qualities; d) observance of family traditions; e) follow your friends; f) material support and others. In a study conducted in our republic by F.I. Khaidarov under the guidance of Professor M.G. Davletshin, the psychological features of the formation of educational motives of rural schoolchildren were studied, and N.S. Dzhuraeva - the formation of educational motives of primary school students. This study is the first to use an integrated approach to the formation of educational motivation in children of primary school age using psychological games in local conditions. It has been shown that psychological games used in the educational process influence learning, mental development of students, and a creative approach to mental processes. It is shown that although evaluation motives are among the external motives, they to a certain extent contribute to the development of internal motives. The result of the educational process is assimilation, internal and external activities to achieve the goal.

## **Conclusion**

From the above, it is known that the information provided to students is increasing at an incredible rate. Needless to say, they become outdated very quickly and require updating. Actions performed at the fourth stage are performed silently on the internal plane, and at the fifth stage - mentally. So, it is clear that education, based mainly on learning and memorization of material, partially meets the needs of the time. The problem of developing mental qualities that will allow students to independently assimilate constantly updated information and keep up with rapidly growing scientific and technological progress after graduation comes to the fore. Research shows that it is impossible to create identical, comfortable, optimal learning conditions for students with different individual typological characteristics. But problem-based learning and the use of non-traditional teaching methods are important to improve the effectiveness of education.

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