

RELATIONS BETWEEN PEDAGOGICS AND PSYCHOLOGY**Saparboyeva Z. J.**

The faculty of foreign languages of Tashkent state pedagogical university named after Nizami.

Annotation: This article covers what pedagogical psychology is, when it was established, how pedagogy and psychology are interconnected, and current developments in this field. Additionally, a brief explanation of the difference between a pedagogue and a psychologist, as well as who they actually are, is provided.

Аннотация: Эта статья рассматривает, что такое педагогическая психология, когда она была основана, как связаны педагогика и психология, а также освещает текущие разработки в этой области. Кроме того, приведено краткое объяснение разницы между педагогом и психологом, а также того, кто они на самом деле.

Annotatsiya: Ushbu maqola pedagogika va psixologiya nima ekanligi, qaysi davrda tashkil topganligi, pedagogika va psixologiyaning qay yo'sinda bog'liqligi va bu sohada olib borilayotgan ishlar haqida yoritilgan. Bundan tashqari pedagog va psixolog o'rtasidagi farq va ularning aslida kimligi haqida ham qisqacha ma'lumot keltirilgan.

Key words: pedagogical psychology, psychological approaches, educational process, psychological foundations, pedagogical knowledge, pedagogical psychology, pedagogue, psychologist and etc.

ABSTRACT: Pedagogical psychology is the study of how students learn, teachers teach, and how educational settings influence learning. It focuses on cognitive, emotional, and social processes in education. Established during the late 19th and early 20th centuries, pedagogical psychology became prominent as educational systems grew. The link between pedagogy and psychology lies in understanding the mental processes that impact learning, aiming to improve teaching methods and educational outcomes. Current research in this field explores areas such as motivation, classroom management, and the use of technology.

First, we should understand what is the psychology in generally. As long as a person exists, they account for their characteristics based on their life experiences, such as perception, understanding the world, and distinguishing between objects and events. We hear the cheerful song of birds, the sounds of musical instruments, human speech, and the noise of passing

airplanes daily; we see the objects, trees, animals, and cars around us. We can distinguish their colors and sizes. These processes are closely related to the reflective nature of humans.

When analyzing the subject of the science of psychology, it is essential to focus on the following: in particular, one can include disciplines that think about the individual and pedagogy.

Accordingly, if pedagogy studies the development of the individual within educational disciplines through psychology, psychology studies the mental processes occurring within the individual. Thus, we can conclude that the subject of psychology consists of the psyche of the individual and their psychological characteristics.

The lexical meaning of the word "psychology" comes from the Greek psyche – soul, spirit, and logos – science, doctrine. As a science, psychology studies psychological facts, their regularities, and mechanisms.

Psychology, or the study of the mind, is the science that examines instinctual behaviors and mental processes. It encompasses not only conscious and unconscious events but also a more detailed analysis of emotions and thoughts. Psychology is a broad scientific field. Those who specialize in this area and conduct research are called psychologists. Psychologists strive to understand the emerging characteristics of the brain and all phenomena associated with these characteristics, thus joining a larger group of neuroscientific researchers. Although psychology is a social science, it can also be categorized as a natural science. It particularly utilizes and develops knowledge in brain biology.

The study of psychology includes both directly observed behaviors of organisms and complex mental processes that cannot be directly observed, such as thinking, visualization, remembering, and imagining. On one hand, internal processes like perception, attention, emotion, motivation, intelligence, and personality are examined; on the other hand, interpersonal relationship processes (such as love, marital harmony and conflict, and the bond between mother and child), intragroup (such as conformity and obedience within a group), and intergroup relationship processes (such as intergroup prejudice and discrimination, collective action, etc.) are topics studied in psychology. Psychology can explore the behaviors of both humans and animals. With all these characteristics, psychology is closely related to both the natural and medical sciences as well as the social sciences.

The aim of psychology is to define mental processes and behaviors, explain how and why they arise, predict how they will change or develop in the future, and control these

processes. Research is conducted through empirical methods, such as experimental or correlational methods, to achieve these objectives. The knowledge produced by psychology is used in many fields related to the evaluation and regulation of human activities.

Our second permission is learning what is the pedagogics in general. So the term "pedagogy" (from the Greek παις, paîda — child, and ἄγω, agō — leader) is ancient, derived from the Greek word paidagogos, meaning "child leader." Historical sources indicate that in ancient Greece, a caregiver who led, protected, and taught military skills to their master's children was referred to as a "pedagogue" (child leader), particularly a slave. Over time, the term began to be used for individuals who were specially trained and had adopted pedagogy as their profession.

Pedagogy concerns the education of individuals across all age ranges from childhood to adulthood. For a long time, pedagogy was considered a subfield of psychology, but it began to be seen as a separate area in the late 19th century. There are different specialties within pedagogy:

1. **Educational Pedagogy**
2. **Orthopedagogy**
3. **Anthropedagogy**
4. **Transcultural Pedagogy**

1. Educational Pedagogy

Educational pedagogy is the scientific study of the methods, strategies, and techniques employed by teachers and educators to support the learning and development of students during the educational process. It is regarded as the main branch of pedagogy. In Turkey, individuals who do not graduate from a Faculty of Education are required to obtain pedagogical formation to practice the teaching profession. Those who typically graduate from Faculty of Science and Literature can become teachers by obtaining pedagogical formation.

Pedagogy examines the approaches teachers use to ensure that students learn effectively. The objectives of educational pedagogy can be listed as follows:

- To transfer knowledge and skills
- To enhance student motivation
- To develop thinking and problem-solving abilities

- To support social and emotional skills

Educational pedagogy is also concerned with theories and research aimed at understanding students' individual characteristics, learning styles, and needs. Additionally, it provides tools and approaches that help teachers continually evaluate and improve their teaching practices.

2. Orthopedagogy

Orthopedagogy is a term used in the field of special education. Professionals working in orthopedagogy strive to improve the educational and developmental processes of individuals experiencing specific learning difficulties and behavioral issues. These issues include:

- Learning difficulties
- Attention deficit
- Hyperactivity
- Autism spectrum disorder
- Intellectual disabilities
- Learning disorders
- Sensory disorders
- Social adjustment problems

The interventions applied aim to reduce learning difficulties and behavioral problems, adapt learning environments, and support individual development.

Orthopedagogical interventions are planned and implemented individually. Specialists create learning environments by considering the characteristics, needs, and learning styles of individuals. Additionally, collaboration with families and other specialists occurs during this process, and intervention processes are viewed as a team effort.

This field addresses the behaviors of children who are perceived as "incompatible," "different," or "problematic" in society and may exhibit developmental differences.

3. Anthropopedagogy

Anthropopedagogy is formed by the combination of "anthropology," meaning the science of humans, and pedagogy. It investigates the lives and educational processes of historically significant pedagogical figures. It analyzes the impact of these processes on a person's success or failure. The results are evaluated by comparing them with contemporary contexts to generate insights.

In anthropopedagogy, multifactorial elements, such as historical facts, family structure, and the influence of the social environment, are considered, providing knowledge transfer to modern pedagogy. This way, new scientific theories are produced based on the positive and negative aspects of pedagogical methods applied in the past, contributing to the development of future pedagogical approaches.

The anthropopedagogical approach aims to reduce theoretical errors in pedagogy and enrich modern pedagogical practice with data derived from history.

4. Transcultural Pedagogy

Culture is one of the most influential concepts in parenting practices, and it can vary significantly even within the same country from region to region. This subfield of pedagogy examines the effects of the dominant cultural understanding in society on child-rearing practices.

What is the Difference Between a Pedagogue and a Psychologist?

Today, undergraduate programs that offer education in areas similar to pedagogy include psychology, psychological counseling and guidance, child development, and preschool education. Graduates of the psychological counseling and guidance program can play a role in the development of educational processes and provide educational consultancy to families and schools.

Although individuals who graduate from the psychological counseling and guidance department can work as pedagogues, no one has actually graduated with the title of "pedagogue" since the law was enacted. Therefore, families seeking a "pedagogue" should be cautious.

When considering someone who uses the title of pedagogue, it is essential to look at their educational background. A person who defines themselves as a pedagogue can provide information and consultancy regarding educational processes, methods, approaches, or developmental milestones. However, they cannot assess the psychological diagnosis of a child or initiate medical treatment or therapy in this regard. Issues such as anxiety, depression, attention deficit, and hyperactivity disorder fall under the domain of child psychiatrists and specialized child psychologists.

A psychologist who wants to specialize in developmental processes or psychopathology can pursue a master's degree in developmental psychology, while a psychologist who wishes to provide therapy to children and adolescents can study clinical psychology for children and adolescents. Simply loving children, being involved with children and child development,

working as a preschool teacher, or having taken a few courses related to child development does not make someone a child psychologist.

Another field that addresses children's mental and developmental disorders is psychiatry. Psychiatrists, who are medical doctors, have the authority to prescribe medication. No one who has not received the necessary medical training can assess whether a child is psychiatrically healthy and prescribe medication accordingly.

Conclusion. To conclude I want to say that psychology and pedagogics are not the same things or subjects but they related for some of causes. For example, they all pedagogue and psychologist work with people and pedagogue needs for psychological knowledge in order to find the true way or find the correct methods for its work or communication with pupil it does not matter teacher's pupil is children, adults, teenagers or old people. A strong understanding of psychology equips pedagogues with the tools necessary to enhance their teaching practices, support student development, and contribute positively to the educational environment , integrating psychology into the training and practice of pedagogues is essential for fostering effective educational environments and supporting student success. By understanding the psychological principles that underpin learning and behavior, educators can develop tailored teaching strategies, create inclusive classrooms, and promote the emotional well-being of their students. This knowledge not only enhances the learning experience but also equips pedagogues to better meet the diverse needs of their students. Ultimately, a strong foundation in psychology empowers educators to become more effective in their roles, positively impacting both student outcomes and the overall educational landscape.

USED REFERENCES:

1. В.Х.Ходжайев. "Umumiy pedagogika nazariyasi va amaliyoti" – Т., 2017-у.
2. Кадирова, Ф. Х. New approaches and modern methods of teaching foreign language pronunciation
3. Муминова, М. А. (2023). Использование интегративной технологии "Языковое портфолио" на уроках английского языка. Информатика. Экономика. Управление - Informatics. Economics. Management, 2(3), 0342–0353.
<https://doi.org/10.47813/2782-5280-2023-2-3-0342-0353>

4. Muminova M.A (2023). Didactic and methodical interpretation of the integrative approach in teaching a foreign language. Scientific Bulletin of NamSU-Научный вестник НамГУ-NamDU ilmiy axborotnomasi–2023-yil_11-son www.journal.namdu.uz ISSN: 2181-0427
5. M.A Mo'minova (2024)The importance of an integrative approach to students' of learning materials in the process of foreign language teaching. <https://sciencesage.info/index.php/jasr/index>
6. Shatilov S.F. Methodology of Teaching German in Secondary Schools. Prosveshchenie, 1977.
7. <https://uz.wikipedia.org/wiki/Pedagogika>
8. <https://tr.wikipedia.org/wiki/Psikoloji>

