



THE ROLE OF PSYCHOLOGY IN PEDAGOGY AND ITS TYPES IN PERSONALITY FORMATION

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ABSTRACT

this article examines the features of the development of psychology and its impact on the pedagogical activities of teachers. A cross-sectional and comparative analysis of the influence of the choice of student assessment system in the development of their personal qualities was carried out. Recommendations are given for the implementation of developments in the study of student psychology.

Despite all the diversity of real life, each person remains himself, retains individual mental qualities in a combination that is unique to him. Therefore, one of the principles is the principle of analytical-synthetic or complex study of personality. Analytical study makes it possible to understand the elements of the psyche in various conditions of life and activity of the individual (comprehensively), and synthetic study makes it possible to identify the interrelationship of individual mental manifestations and find what is stable that characterizes a given person as a whole.

Pedagogy is a developing science; it constantly revises and refines aspects of understanding its main categories, and in practice it is continuously enriched by the experience of education and training. Every person is obliged to master the basics of pedagogical culture as a component of general culture.

The main tasks of psychology include: studying the mechanisms, patterns and qualitative features of the manifestation and development of mental processes, states and properties as reflective activity of the brain, studying the nature and conditions for the formation of mental characteristics of the individual and, on the basis of this, learning to manage these mental phenomena.

A teacher is involved in the upbringing and training of a person from childhood. The subject of pedagogy is the indivisible learning process, focused on the development and formation of personality in the conditions of education. The object of pedagogy is education, which is a purposeful and conscious process. These are those parts of reality that are a condition for the development of the human individual as a part of society. The outstanding Czech thinker, theologian, writer, teacher and founder of scientific pedagogy J. A. Komensky said that this

profession is honorable and respected, and therefore let only the best of people be teachers. Speaking about the role of the teacher and his influence on the individual, we must not forget about such a concept as pedagogical quality. This is a set of characteristics that describe the specifics of the teaching profession against the background of other professional fields of activity. It includes an attitude towards educational and professional activities, fluency in the subject of teaching. It is also skillful mastery of techniques and methods that help to effectively carry out training and education, resulting in a productive product. The famous Soviet teacher A. Sukhomlinsky, the founder of humanistic pedagogy, believed that the teaching profession is close to research activities.

The teacher must foresee the consequences of educational influence, analyze the facts, otherwise he will cease to be a creator. Without love for children, understanding their feelings, the joy of communicating with them, knowledge of your subject, knowledge in the fields of pedagogy and psychology, you cannot become a good teacher. It is important for a teacher to understand that his profession is not just a job, but also a mission of nurturing the individual. As we know, from age periodization, the leading activity of a school-age child is study, and he perceives it as responsibly as an adult does his work. And at this age, the child's attitude towards school in general and work subsequently is formed. Therefore, the role of the teacher, at this age, is as important as the parent's. It is what the teacher presents and how he does it that will influence the future personality of a person as a part of society. Personality is often defined as a social component consisting of acquired qualities. It is acquired in the sociocultural environment in the process of joint activity and communication. Closely related to this concept are stable properties that are responsible for a person's individuality. These are socio-psychological characteristics, the nature of which is stable, they include such components as: moral views, abilities, motivation, character, volitional qualities, attitudes and others.

The structure of human mental activity contains three interconnected aspects: cognitive, emotional and volitional. As a result of cognitive activity (including sensations, perception, memory, thinking, speech, imagination, attention) knowledge about the surrounding reality is formed. Emotional manifestations express an attitude towards what a person learns and does. Will provides an active influence on the environment and acts as a regulating function of human behavior. This means that a mental phenomenon is the unity of cognition, attitude and action. The need to pass on experience from generation to generation appeared at the very early stage of the emergence of human society. Therefore, the practice of education was originally defined as the transfer of a person's life experience from the older generation to the younger. Education was the same social phenomenon as any human activity: hunting, gathering, making tools. As a person grows as an individual and his social experience becomes more complex, the process and goals of education become more complex.

The first pedagogical knowledge existed orally and was passed on from generation to generation in the form of customs, traditions, games, commandments, fairy tales, wise advice, and lullabies. It was folk pedagogy, which was created by the most experienced, observant, wise representatives of the people. The origins of folk pedagogy as the first stage in the development of pedagogy can still be found today in songs, ditties, epics, fairy tales, proverbs and sayings, riddles, and folk signs. Then the most important pedagogical knowledge was immortalized in rock paintings, on roadside stones and the ceilings of huts, and, finally, with the development of writing, in books.

Pedagogy developed along with the development of society, was implemented in various forms of education and training of children, youth, and adults. Already in primitive society, educational relations arose to transfer the experience of generations and assimilate it. Pedagogy is connected with economics, solving problems of the economics of education and the organization of economic education of modern people. The relationship between pedagogy and psychology is already traditional. The results of psychological research, embodied in the laws of human mental development, allow teachers to organize the processes of teaching and education based on these laws. The forms of communication between pedagogy and other sciences are very diverse: this is the borrowing of scientific ideas (for example, the cybernetic model of control), the use of data obtained by other sciences (physiological data on the performance of students), etc.

Modern pedagogy is characterized by interaction with various natural and human sciences, but the influence of philosophy, psychology and anthropology remains dominant. It should be noted that pedagogy uses materials and data from related sciences not through mechanical transfer, but on the basis of strict selection with a mandatory analysis of the conditions and boundaries of their applicability in pedagogy.

With the accumulation of scientific knowledge and its specialization, differentiation took place within pedagogy: new branches were separated from general science, acquiring the status of independent pedagogical sciences. Depending on the objects of training and education in pedagogical science, three groups of branches are distinguished: special, age and professional. Within each branch, a group of separate pedagogical disciplines is distinguished.

Pedagogy is a developing science; it constantly revises and refines aspects of understanding its main categories, and in practice it is continuously enriched by the experience of education and training. Every person is obliged to master the basics of pedagogical culture as a component of general culture.

Do not forget that a person learns throughout his life - from birth to old age. On the basis of modern pedagogy and its branches, specialists from all branches of production and management personnel are trained and retrained. In addition, pedagogical knowledge can be useful to a modern person who interacts with other people in a variety of conditions. In general, knowledge of the basics of pedagogy will be useful to those who themselves strive to become a well-mannered and educated person and have a desire to help other people in this complex process.

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