

**MINISTRY OF HIGHER AND SECONDARY-SPECIAL  
EDUCATION  
OF THE REPUBLIC OF UZBEKISTAN  
MINISTRY OF HEALTH OF THE REPUBLIC OF  
UZBEKISTAN  
BUKHARA STATE MEDICAL INSTITUTE**

**ASHURBAYEVA RUKIYA KAXXOROVNA**

**PSYCHOLOGY AND PEDAGOGY**

**Study guide**

**Directions: 60910200 – Treatment**

**“Durdona”**

**Bukhara-2023**

Ashurbayeva R.K. Pedagogy and Psychology: study guide / R.K. Ashurbayeva -  
Bukhara: "Sadriddin Salim Buxoriy" Durdon, 2023. – 224 p.

The given study guide is designed for foreign students of the 1<sup>st</sup> and 2<sup>nd</sup> courses of medical higher educational institutions of the Republic of Uzbekistan on the specialized directions of 60910200 – Treatment

The study guide presents a modern view of the problem of psychology and pedagogy in medicine and higher medical education. This book will help students navigate the main categories of psychology and pedagogy, understand the goals, principles, methods and forms of education in a medical university, learn to identify pedagogical and psychological aspects in the work of a doctor, deeply understand the role of general psychology and pedagogy as humanitarian knowledge in professional and personal development improve your professional culture.

### **Reviewers:**

B.B. Mamurov – doctor of pedagogical sciences (DSc), professor;  
G.N. Kurbanova – doctor of pedagogical sciences (DSc), docent

### **CONTENT:**

<b>INTRODUCTION.....</b>	<b>4</b>
--------------------------	----------

## **PART I**

Theme №1: The subject, goals and tasks of psychology. the importance of medical knowledge in the work of healthcare professional.....	8
Theme №2: Temperament and its types. Health's dependence on the temperament.....	21
Theme №3: Emotion and feeling. Views versus functions and the structure of emotion.....	32
Theme №4: Speaking of attention. Physiological basis of attention.....	50
Theme №5: Concerning thinking. Physiological basis of thinking. types of thinking and important qualities of the mind.....	68
Theme №6: Communication and attitude. Communication (communicative interactive, perceptual action) and influence (verbal, para-extralinguistic, nonverbal).....	76

## **PART II.**

Theme №7: Teams and groups. Subclassification. Mutual compatibility and psychological environment in the group.....	102
Theme №8: The role and the importance of pedagogical knowledge in medicine. The object, the subject and the goals of pedagogy.....	118
Theme №9: General pedagogical laws of formation and development of personality.....	135
Theme №10: The essence of the educational process. Didactics.....	148
Theme №11: The content and performance of the educational process. Peculiarities of the educational process.....	163
Theme №12: Pedagogical technologies and their action. Pedagogical skills. Pedagogical creativity and pedagogical competence.....	179
<b>APPENDIX .....</b>	<b>193</b>
<b>GLOSSARY.....</b>	<b>198</b>
<b>BIBLIOGRAPHY.....</b>	<b>221</b>

## **Introduction**

The acquisition of state sovereignty of the Republic of Uzbekistan required a reorganization of the structure and content of human resource development, which led to the adoption of the National Program for the Development of Human Resources, the purpose of which was "radical development of the personnel potential of the education system and increasing the prestige of the profession of educators, teachers, lecturers and researchers" in accordance with provisions of the Law on Education. The high professional status of personnel largely depends on the competencies available in primary education institutions and the degree to which their educational needs and professional training are met.

In this regard, the need for "the introduction of differentiated teaching methods depending on the abilities of students, the construction of advanced educational technologies, modern educational and methodological complexes, the creation of centers and networks of doctrinal support and professional orientation of the educational process, psychological and pedagogical counseling of students" is obvious. In my textbook, these issues are considered primarily from the point of view of higher medical education and future medical specialists (medical students). The purpose of the textbook is to comprehensively present information about the trends in the development of psychology and pedagogy. The main task of the textbook is to help students understand psychology and pedagogy as the most important components of the general cultural education of specialists in professions that require engineering thinking and technical skills, i.e. not directly related to psychological practice and pedagogical processes. One of the main trends of the 20th century was the development of a new interdisciplinary approach to the study of psychology and pedagogy, based on the concept of "interdisciplinarity" - the tendency to legitimize interdisciplinary connections between sciences. Many achievements of modern society require the involvement of knowledge obtained by the methods of various scientific disciplines. Therefore, understanding the connection between sciences is a quality that is formed in the process of teaching many professions and is necessary for modern specialists.

At the intersection of two fundamental sciences of the 20th century, psychology and pedagogy, questions arose about human health and illness, which later became one of the most important problems of the era of high technology. World science has made great strides in this area. The beginning of the fusion of psychology and pedagogy in Russia and the CIS was laid by the experimental psychological research of the Wundt school. Thus, psychology and pedagogy have formed as disciplines, the requirements for which are determined by time.

The textbook compares the achievements of Uzbek scientists with the experience of world science. An important task of the textbook is to increase interest in developments and research centers in the country. This is reflected in the choice of topics covered, the structure of the sections and the topics of the courses.

In terms of content, the manual summarizes the main sections of psychology and pedagogy that are relevant for higher medical education and the health care system of the country as a whole, but these topics are practically not covered in basic textbooks in the relevant areas. This educational material is presented within the framework of the informational approach, taking into account the specifics of basic education in psychology and pedagogy in modern higher educational institutions. A feature of this textbook is that many concepts of psychology and pedagogy are given a modern meaning. The authors of the textbook recognize the fact that many of the concepts studied have different meanings for modern medical students in different areas of medical activity. Another important feature is the multidimensional presentation of the material, in which the main phenomena of psychology and pedagogy are described taking into account the modern specifics of the medical specialty. In other words, for undergraduate medical students, the book provides a concise overview of current theories and concepts. The book consists of an introduction, two chapters covering 12 topics, an appendix, a glossary and a bibliography.

The first part of the manual, which consists of six interrelated topics, examines the basic concepts of psychology, modern methods of psychological research, the development of the psyche and the emergence of consciousness,

personality and psychology of relationships, activity, speech and communication, cognitive processes and mental properties and states of the individual, individually psychological personality traits, such as temperament and its types, emotions, feelings, attention and thinking in general.

In the second part of the textbook, we begin to master the giant theoretical and practical discipline of Pedagogy. Pedagogy is a complex science of all known sciences. Can there be a simple science that studies man? Pedagogy is a contradictory, ambiguous and dialectical science, because everyone has their own opinion about upbringing and can refute almost any statement by giving “opposite” examples, and will be right in his own way. Pedagogy is an immense science. The need to study the problems of education has remained despite decades of scientific and methodological publications in this discipline.

The second part of the manual examines the basic concepts of pedagogy, methods of pedagogical research, the pedagogical process, didactics, pedagogical innovations, fundamental pedagogical laws of development and formation of a full-fledged personality, the learning process, factors of learning and motivation, principles and rules of learning, teaching methods, types and forms of learning. Also, much attention is paid to student teamwork, that is, working in groups. Finally, the completion of the second part of the textbook is the coverage of the latest pedagogical technologies used in the educational process of students of medical universities, as well as pedagogical skills, creativity, and of course, pedagogical competence.

In the appendix, after the main part of the book, test material is attached to consolidate the acquired knowledge, consisting of 25 test tasks. After that comes the Glossary, containing special terms and concepts, and consisting of two parts - a glossary on psychology and pedagogy separately.

The educational text is equipped with an appendix describing the principles of organizing the student's independent work, questions for self-examination, and literature on the topics studied.

The study of psychology develops an active research position among students and determines the analysis and evaluation of mental processes, states and properties. Particular attention is paid to options for analyzing events and phenomena of individual mental life, which contributes to the self-determination and self-development of a modern person.

The study of pedagogy allows you to form theoretical and practical skills for working in a group and team, an organization, the presence of which is necessary for a modern specialist in any field.

The main goals and objectives of this training material are:

- know the subject and structure of psychology and pedagogy as a science;
- define and be able to interpret the basic concepts of psychology and pedagogy; analyze psychological and pedagogical ideas, theories, concepts, and compare them;
- acquire the skills of conducting a discussion about psychological and pedagogical problems in group and collective work; be able to explain the individual and social significance of pedagogy and psychology for the development of the individual.

Teaching in the classroom is conducted using multimedia technologies (demonstration of visual materials, presentation of audio and video clips). The control of students' knowledge is carried out in the formats determined by the curriculum (oral, written, tests, etc.), and allows you to control and evaluate the quality of mastering the educational material.

## PART I.

**Theme №1: THE SUBJECT, GOALS AND TASKS OF PSYCHOLOGY.  
THE IMPORTANCE OF MEDICAL KNOWLEDGE IN THE WORK  
OF HEALTHCARE PROFESSIONAL**



1. About psychology
2. The subject, goals and tasks of psychology.
3. The importance of psychological knowledge in the work of a medical worker

P  
L  
A  
N



Time to think! What can you say about this quote?



allauthor

**Tell me and I forget. Teach me and I remember. Involve me and I learn.**

**-Benjamin Franklin**



**Task № 1. Read the information on the given theme.**

**Psychology** - the scientific field of study concerning mind and behavior. The word “psychology” comes from the Greek word “psyche” meaning life, and “logos” meaning explanation. Psychology is the study of conscious and unconscious phenomena along with feelings and thoughts. It is an academic discipline with enormous opportunities. Psychologists search for an understanding of the growing properties of brains, and all the diversity of phenomena connected to those emergent properties, joining this way the wide-ranging neuro-scientific group of researchers. As a social science, it intends to understand individuals and groups by establishing overall principles and researching exact cases. A professional practitioner or researcher is called a psychologist and can be classified as a social, behavioral, or cognitive researcher in this field. Psychologists effort to understand the part of mental functions in individual and social behavior, while also discovering the physiological and biological processes that lie beneath cognitive functions and behaviors.

Psychologists discover behavior and mental processes, including perception, cognition, attention, emotion, intelligence, subjective experiences, motivation, brain functioning, and personality. This ranges from contact between people, such as interpersonal associations, including psychological resilience, family resilience, and other expenses. Psychologists of diverse orientations also contemplate the unconscious mind.

Psychologists use empirical methods to conclude causal and correlational relationships among psychosocial variables. In addition, or opposition, to employing empirical and deductive approaches, some—especially clinical and counseling psychologists—at times depend on symbolic clarification and other inductive techniques. Psychology has been defined as a "hub science" in that medicine tends to draw psychological research via neurology and psychiatry, whereas social sciences most generally draws directly from sub-disciplines in interior psychology.

While psychological knowledge is often applied to the valuation and treatment of spiritual health problems, it is also directed towards understanding and solving problems in several spheres of human activity. By many accounts psychology eventually aims to advantage society. The majority of psychologists are complicated

in some kind of therapeutic role, practicing in clinical, counseling, or school settings. Many do scientific exploration on a wide range of topics connected to mental processes and behavior, and typically work in university psychology departments or teach in other academic settings (e.g., medical schools, hospitals). Some are employed in industrial and organizational settings, or other areas such as human progress and aging, sports, health, and the media, as well as in forensic investigation and other features of law.

**2. The subject, goals and tasks of psychology.** Psychological knowledge, methods, tools, and theories are crucial and integral parts of some therapeutic and preventive procedures in a care setting. Understanding and application of these perceptions in practice are totally necessary for the work of any medical and social worker. With the help of these theories, experts can “comprehend” both their own reactions and the experiences of others, as well as understand the psychological condition of patients. Knowing psychological moralities and ideas, professionals in the medical and care field know how to control their and individuals’ behavior and overcome misunderstandings, force majeure, and various types of incidents. Accordingly, the achievement of the medical action and the patient’s health are contingent on how well a specialist possesses this knowledge. Psychological theories show a key role in specialists who supply comprehensive support and care for people.

### ***Relation of The Two Psychological Theories to the Concept of Behavior***

In psychology, there are various theories that are interconnected with human behavior. The two theories listed below significantly aid medical professionals in providing high-quality and efficient service to persons in a care setting. One of the most significant theories in psychological exercise and activity is social-cognitive and behavioral, or in other terms, behaviorism. These concepts are founded and built on peoples’ internal states, “stimulating” them to show specific behaviors, actions, and manners.

Initially, the main essence of behaviorism is the study of human behavior, which is examined by experimentally studying the factors influencing its formation and the formation of connections among stimuli and reactions. According to

scientists and researchers, a human behaves unconsciously, and reflexes and reactions state his actions to triggers of the surrounding world; they are based on ancestors' experiences (Watson and Kimble, 2017. pp. 7-18). Hence, a person's actions directly depend on what is happening outdoors and not on consciousness.

Moreover, after the formation of behaviorism, some psychologists believed that human behavior is regulated by complicated interactions between internal phenomena and environmental factors. This reasoning shaped the basis of the social-cognitive way in the theory of personality. Accordingly, the social-cognitive theory is based on the principle of mutual determinism, which implies that predisposition factors and situational aspects are interdependent causes of the manifestation of a particular behavior (Vahedi, 2020, pp. 401-405). The psychological functioning of personality is better understood through the interaction between behavioral, cognitive, and environmental factors (Vahedi, 2020, pp. 401-405). Thus, internal aspects of behavior and external determinants are part of a system of interacting influences that act on behavior and other components. As a law, behavior is influenced not only by the environment but also by people themselves, influencing their behavior.

### **3. The importance of psychological knowledge in the work of a healthcare professional.**

*Application of This Knowledge by Care Workers in a Care Setting.* The two theories have a fairly wide and comprehensive practical application. For instance, behavioral theory has proved exceptionally efficient in correcting "undesirable" behavior. One of the applied components of behavioral psychology is often practiced by medical and care workers themselves, being exposed to the relentless impact of external factors, phenomena, and events. Thus, having sufficient competencies in applying the behavioral concept permits employees to control their feelings and emotions, not concede to provocations, and show the "worst sides" of the human psyche at work.

In some cases, an individual, or in other words, a patient, within the framework of the care environment, may experience psychological discomfort due to “improper” behavior. Hence, the task of a medical professional is to teach patients to correct their behavior and actions. As practice shows, in these situations, it is necessary to treat not the symptoms but the disease itself and solve the problem underlying psychological discomfort. A professional with deep and broad knowledge of behaviorism will be able to prescribe a fit course of treatment and recovery or precise existing deficiencies based on certain aspects.

Due to awareness and understanding of the causes of a certain type of behavior, a medical worker can get out of various hard situations, better perceive incoming data, process it, and do high-quality work. Additionally, having understood the nature of the patient’s character and behavior model, the medical worker will have a chance and an opportunity to create those relationships with the patient founded on reciprocity and mutual respect. Consequently, the recovery process will be more thorough and more rapid, and the performance of responsibilities will significantly improve.

On the other hand, the social-cognitive concept has a critical role in correcting the behavior of individuals, as well as their motivation, beliefs, and views on specific moments within a care setting and environment. As mentioned earlier, behavior, personal characteristics, and reflection are the three mutual factors of social cognitive theory. Therefore, when people observe the model performing the behavior and its consequences, they remember the sequence of events and use this information to control subsequent behavior and perception of specific actions (Ayre and Krishnamoorthy, 2020). One way or another, some individuals do not study new behavior by trying it and achieving success or failure. Besides, depending on whether people are satisfied or punished for their behavior, an observer may prefer to reproduce the simulated behavior.

Strengthening and maintaining an individual’s well-being and excellent condition depends on “copying” and observing several components. At the same time, the environment, behavior, and cognition act as the main factors influencing

development in mutual triadic relationships. Every observed behavior can change a person's way of thinking. Similarly, the environment in which the patient is placed can affect their further behavior.

Furthermore, an important place in the social-cognitive theory is occupied by the concepts of "self-regulation," "self-control," and "self-efficacy" of an individual. This substantiates the leading role in teaching and organizing a patient's behavior of its exclusive ability to self-regulate. Self-efficacy improves knowledge in the approach to patient care due to those factors that combine aspects of understanding behavior into healthy relationships, the direction of interventions, and expanding practical activities (Manjarres-Posada, Onofre-Rodríguez, and Benavides-Torres, 2020, p. 132). Thus, medical professionals' knowledge and understanding of socio-cognitive theory make available a basis for understanding how the patient's health position changes due to their environment. In addition, the recommendations of self-efficacy to the patient within the framework of this theory can affect the patient's motivation to perform various actions and faith in a quick recovery.

### ***The Evidence***

Certainly, the development and behavior of an individual can be explained according to these two theories with evidence. For example, Hagger argues that behavioral theory finds its application not only in the context of a medical institution but also at the level of the population (Hagger and Weed, 2019, p. 1). Thus, interventions based on elements of behaviorism have demonstrated their effectiveness and significance in changing behavior to the health of an individual and the entire population (Hagger and Weed, 2019, p. 3).

From the point of view of behavioral theory, the patient's actions can be conditioned by observing the events taking place. J. Watson believed that a person could be taught everything without considering genetic characteristics or personal characteristics (Alakwe and Ogbu, 2018, p. 26). Thus, if a patient is panicked by injections, then a medical professional can turn to childhood traumatic experiences of an individual. A professional will begin to develop conditioned reflexes in a person that will contribute to their relaxation during a stressful situation.

In contrast, the development and behavior of a patient from the social-cognitive theory point of view are due to the influence of people, events, and phenomena on an individual's behavior. Hence, medical professionals need to pay attention to who or what a person interacts with. A current study also highlights that health workers' cultural competence and professionalism contribute to minimizing negative requests for medical care related to health behavior (Flynn et al., 2021, p. 1) Knowledge and understanding of the basics of this concept help social workers to identify external phenomena as sources of influence on the state of the body and individuals' health.

Additionally, this knowledge impacts care worker exercise in the following ways. The versatility of human issues is significant not only within the framework of psychological concepts but also in medical ones since an individual is the subject of much research. Knowledge of psychological theories helps to better understand care workers' emotions and the experiences of individuals.

The ability of a medical worker to understand and listen to a sick person seems necessary for the formation of contact. It has a satisfactory interaction on the psychological contract of a care worker and an individual. Assessing the severity of complaints and presenting them needs great tact and specific knowledge from a professional. Thus, the availability of psychological training for a medical worker contributes to a significant development in the quality of patient action and the training of highly qualified specialists.

### ***Conclusion***

To sum up, psychological theories are an integral part of the success and effectiveness of the performed work and duties of a medical professional regarding a patient. A professional who possesses certain knowledge, competencies, and skills within the framework of these concepts has an advantage in the quality of execution and provision of medical services. Thus, the theory founded on behaviorism helps a professional in the medical and social sphere to "dip" a patient into their biological essence. Understanding the specifics of an individual's character and temperament

permits a care worker to adapt to new conditions in the aspect of treatment and recovery of a “client.”

In contrast, a specialist, who knows the socio-cognitive theory, will draw an analogy and the relationship between the environment in which a person is and the state of health. After studying this situation, the medical professional will proceed from the knowledge gained and prescribe treatment the circumstances and requirements. However, psychological concepts are not limited to the two theories listed above. Accordingly, it is suggested to apply a wide range of knowledge and skills in medical practice to understand psychology and the human psyche

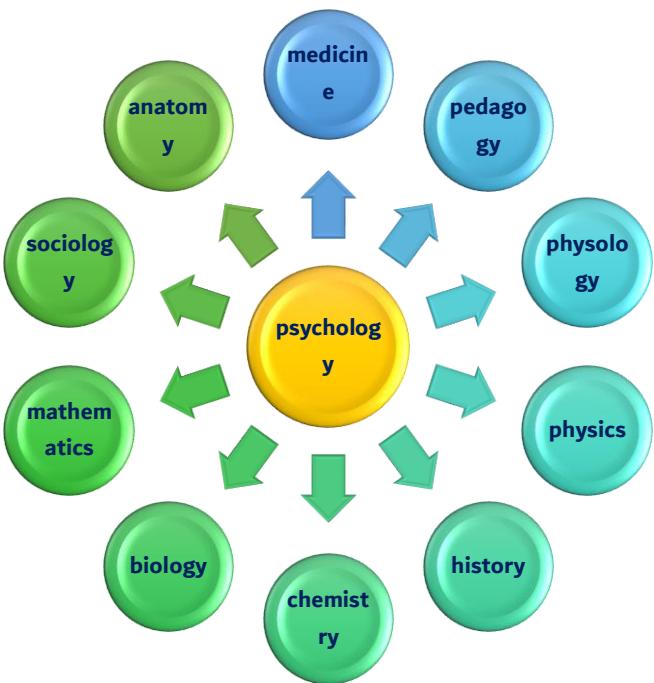


### **Task № 2. Answer the questions.**

1. What is psychology?
2. What does psychology teach?
3. Give your opinion about the role of psychology in the field of medicine.
4. What sciences do you think psychology is related to?
5. Give information about the importance of psychological knowledge in the work of a healthcare professional.



### **Task № 3. Note down the disciplines that are related to the field of psychology and compare them with given the picture below. Why do you think psychology is related to these disciplines?**



**Task № 4. Read the information about the "Chain" method and then complete the exercise based on the given rule.**

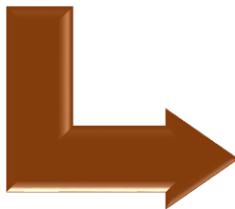
### “CHAIN”

#### **This is the rule of the methods:**

Firstly, 2 groups should be formed. The students of each group should stand up and tell the topic. The first student tells one piece of information, whereas the next student repeats what the first student said and adds new information. The game continues according to the described way of going. Students who can't add some useful information will leave the game. It is very effective in revising acquired knowledge and consolidating new information in memory.

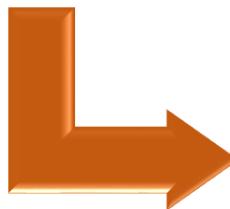
*Psychology* is the scientific study of mind and behavior.

- **First student**



1. Psychology is the scientific study of mind and behavior
2. The word "psychology" comes from the Greek word "psyche" meaning life, and "logos" meaning explanation.

- **The second student**



1. Psychology is the scientific study of mind and behavior.
2. The word "psychology" comes from the Greek word "psyche" meaning life, and "logos" meaning explanation.
3. Psychology includes the study of conscious and unconscious phenomena, as well as feeling and thought.

- **The third student**



**Task № 5. Read the information about the "I knew, I want to know, I found out" method and complete the task based on the given rule.**

### **"I knew, I want to know, I found out"**

**This is the rule of the methods:**

**The given text is read first. Then the table is filled. The first column is "Knew" and write down what you know before reading the text. The second column is called "I learned" and you write down what you learned after reading the text. The third table is called "I want to know" and you write down what you want to know.**



I KNEW	I FOUND OUT	I WANT TO KNOW

## DIFFERENT FIELDS OF PSYCHOLOGY

Psychology is not one discipline but rather a gathering of many subdisciplines that all share at least some general approaches and that work together and exchange knowledge to form a coherent discipline.

***Clinical psychology.*** Clinical psychology integrates science, theory, and practice in order to understand, predict and relieve issues with adjustment, disability, and discomfort. It promotes adaptation, adjustment, and personal development. A clinical psychologist focuses on the intellectual, emotional, biological, psychological, social, and behavioral aspects of human performance during a person's life, across varying cultures and socioeconomic levels. Clinical psychology can help us to understand, prevent, and alleviate psychologically-caused suffering or dysfunction, and promote an individual's health and personal development. Psychological assessment and psychotherapy are central to the practice of clinical psychology, but clinical psychologists are often also involved in research, training, forensic testimony, and other ranges.

***Cognitive psychology.*** Cognitive psychology investigates internal mental processes, such as issue-solving, memory, learning, and language. It looks at how people think, perceive, communicate, remember, and study. It is closely related to neuroscience, philosophy, and linguistics. Cognitive psychologists look at how people acquire, process, and store data. Practical applications include how to improve memory, increase the accuracy of decision-making, or set up educational programs to enhance learning.

***Developmental psychology.*** This is the scientific study of systematic psychological changes that a person experiences over the life span, often referred to as human development. It focuses not only on infants and young children but also on

teenagers, adults, and older people. Factors include motor skills, problem-solving, moral understanding, acquiring language, emotions, personality, self-concept, and identity formation. It also looks at innate mental structures against learning through experience, or how a person's characteristics cooperate with environmental factors and how this impacts development. Developmental psychology overlaps with areas such as linguistics.

***Forensic psychology.*** Forensic psychologists apply psychological principles to understand the behavior of judges, attorneys, courtroom juries, and others in the criminal justice system. Forensic psychologists work in the criminal justice structure. They may testify in court and may provide information about the reliability of eyewitness testimony and jury options.

***Health psychology.*** Health psychologists are concerned with understanding how biology, behavior, and the social context influence health and illness. Health psychologists work with medical professionals in clinical settings to promote good health, conduct research, and teach at universities.

***Neuropsychology.*** Neuropsychology looks at the structure and function of the brain concerning behaviors and psychological operations. Neuropsychology may be involved if it involves defects in the brain and assessments that involve recording electrical activity in the brain. A neuropsychological evaluation is used to determine whether a person is likely to experience behavioral problems following a suspected or diagnosed brain injury, such as a stroke. The consequences can enable a medic to provide treatment that may help the individual achieve probable improvements in cognitive injury that has occurred.

***Industrial-organizational psychology.*** Industrial-organizational psychology applies psychology to the workplace with the goal of improving the performance and well-being of workers. These psychologists help select employees, evaluate employee performance, and observe the effects of different working conditions on behavior. They may also work to design facilities and environments that improve employee performance and reduce accidents.

**Personality psychology.** These psychologists study people and the differences among them. The goal is to develop theories that explain the psychological developments of individuals and to focus on individual differences. Most work in academic settings, but the skills of personality psychologists are also in request in business—for instance, in advertising and marketing. PhD programs in personality psychology are often linked with programs in social psychology.

**School and educational psychology.** This area studies how people learn in school, the effectiveness of school programs, and the psychology of teaching. School psychologists serve in elementary and secondary schools or school district offices with students, teachers, parents, and administrators. They may assess children's psychological and learning problems and progress programs to minimize the impact of these problems.

**Social and cross-cultural psychology.** This area examines people's interactions with other people. Many social psychologists work in marketing, advertising, organization, systems design, and other applications of study turn on conformity, group behavior, leadership, attitudes, and personal perception.

**Sports psychology.** This area studies the psychological aspects of sports behavior. The goal is to understand the psychological reasons that influence performance in sports, including the role of exercise and crew interactions. Sports psychologists work in gyms, schools, professional sports teams, and other areas where sports are experienced.



**Task № 6. Watch the video about psychology and repeat the information and talk to each other.**



<https://www.youtube.com/watch?v=vo4pMVb0R6M>



**Task № 7. Independent work: "Factors influencing the development of human abilities" preparation of a presentation on the topic.**

## **REFERENCES:**

1. Alakwe, K. O., and Ogbu, S. U. (2018) ‘Communication and the shaping of human personality; deconstructing the nature/nurture debate in light of the menace of street children in Nigeria. Advanced Journal of Social Science, 3(1), pp. 23-33. Web.
2. Ayre, K. and Krishnamoorthy, G. (2020) Trauma informed behaviour support: a practical guide to developing resilient learners. Web.
3. Flynn, P. M., Betancourt, H., Emerson, N. D., Nunez, E. I., & Nance, C. M. (2020) “Health professional cultural competence reduces the psychological and behavioral impact of negative healthcare encounters”, Cultural Diversity and Ethnic Minority Psychology, 26(3), pp. 271-279. Web.
4. Hagger, M. S., and Weed, M. (2019). ‘DEBATE: do interventions based on behavioral theory work in the real world?’ International Journal of Behavioral Nutrition and Physical Activity, 16(1), pp. 1-10. Web.
5. Manjarres-Posada, N., Onofre-Rodríguez, D. J. and Benavides-Torres, R. A. (2020) “Social cognitive theory and health care: analysis and evaluation”, International Journal of Social Science Studies, 8(4), p. 132. Web.
6. Vahedi, Z. (2020) ‘Social learning theory/social cognitive theory’, in Carducci, B.J., Nave, C.S., Mio, J.S., and Riggio, R.E. (eds.) The Wiley encyclopedia of personality and individual differences: models and theories. Hoboken, New Jersey: John Wiley & Sons Ltd, pp. 401–405.
7. Watson, J. B. and Kimble, G.A. (2017) Behaviorism. Web.
8. <https://psychologywriting.com/care-workers-knowledge-of-psychological-theories/>
9. [https://mir.ismu.baikal.ru/src/downloads/a53f9af2\\_introduction\\_to\\_psychology\\_and\\_pedagogy.pdf](https://mir.ismu.baikal.ru/src/downloads/a53f9af2_introduction_to_psychology_and_pedagogy.pdf).

**Theme №2: TEMPERAMENT AND ITS TYPES.  
HEALTH’S DEPENDENCE ON THE TEMPERAMENT.**



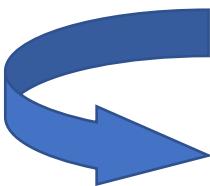
## 1. About temperament.

## 2. Information about types of temperament.

## 3. Temperament and mental health.



Time to think! What can you say about this quote?



A black and white portrait of Honore de Balzac, a French writer, is centered in a dark rectangular frame. To the right of the portrait, a quote is written in white text: "Temperament is the thermometer of character." Below this, in smaller text, is the attribution: "~ Honore de Balzac". At the bottom of the frame, the source "AZ QUOTES" is visible. The entire quote area is framed by decorative scrollwork at the corners.



### Task № 1. Introduce the information given about the topic.

**About temperament.** In psychology, temperament refers to those aspects of an individual's personality, such as introversion or extroversion, that are frequently regarded as innate rather than learned. A great many classificatory schemes for temperament have been progressed; none, though, has achieved wide-ranging consensus in academia.

Historically, the concept of temperament was part of the theory of the four humors, with their suitable four temperaments. The concept played a significant part in pre-modern psychology and was studied by philosophers such as Immanuel Kant and Hermann Lotze. David W. Keirsey also drew upon the initial models of temperament when developing the Keirsey Temperament Sorter. More recently,

scientists seeking facts of the biological basis of personality have further examined the connection between temperament and character (defined in this context as the *learnt* aspects of personality). However, biological interactions have proven hard to confirm.

Temperament is determined through specific behavioral profiles, usually concentrating on those that are both easily measurable and testable early in childhood. Generally tested factors include irritability, activity, frequency of smiling, and an approach or avoidant posture to unacquainted events. There is generally a low correlation between descriptions by teachers and behavioral observations by researchers of features used in determining temperament.

Temperament is hypothesized to be related to biological factors, but these have proven difficult to test directly.

Temperament, in psychology, is an image of personality. Concerned with emotional dispositions and reactions and their speed and frequency; the term often is used to mention the prevailing mood or mood pattern of a person. Temperament is often referred to as personality traits that determine how somebody reacts to the world. Like are they quiet or boisterous? Easy-going or apprehensive ones.

Temperament has been defined as "the constellation of innate traits that determine a child's unusual behavioral style and the way he or she experiences and reacts to the world."

In a general sense of the word, temperament is known as a combination of elements from the Latin word *temperare*, which means to blend, or mix in proportion. The word temperament was first conceived in a period of traditional Greco-Arabic medicine when it was used to identify illness.

In the scope of developmental psychology, temperament is defined as a combination of four humors that make up someone's outlook. In Latin, humors refer to liquids from the body that correspond with facets of personality. For example, if a person had excessive humors of bodily blood, they were said to have had positive tendencies or a joyful disposition.

Disposition is the result of repeated temperamental behaviors, positive or negative in nature. As an example of this, a person may show a pattern of short-tempered behaviors, so much so, that they may be diagnosed with a short-tempered disposition. The inherent disposition is the manifestation of the expected temperamental mold. Almost as if temperament constituted the symptoms and disposition the underlying position.

If you have children or have spent time around children, you likely along have some understanding.

**2. Information about types of temperament.** The world has come a long way since the basis of the word and its meaning, but psychology continues to depend on the principle of temperament to classify people in an organized way in order to understand human behavior.

There are four different types of temperament and their bodily correspondences:

- Melancholic is the type of temperament corresponding with black gall in the body. These people are traditional and non-adventurous, but they can also be plaintive.
- Choleric is the type of temperament corresponding with yellow bile in the figure. These people are ambitious thinkers but can be hot-headed.
- Sanguine is the type of temperament corresponding with blood in the body. These people are careless pleasure seekers.
- Phlegmatic is the type of temperament corresponding with phlegm in the body.

These people are devoted, sociable, and generally calm. Most people are said to comprise a mix of these personality types, similar to how people would also have a mix of physical components within the body. Although the temperament model involving humors is, of course, partly allegorical in nature, many present-day personality theories are loosely masked versions of the same primary components.

This being true, temperament eventually develops into an individual's personality type. Predominant components of the personality keep on largely the same from childhood over adulthood, however mixed the types may be that create the individual as an entire.

**Melancholy.** Because melancholic temperaments are oriented toward tradition, staying put as a glad homemaker is a common life choice. Melancholics are very not likely to marry foreigners, move from their designated countries, or experience beyond the walls of the establishment.

However, if a melancholic decides to work outside the home, he or she might prosper in professions such as management, accounting, and administration. They are organized and tidy, rule followers, and highly consistent.

**Choleric.** If the melancholic is a law follower, then the choleric is a rule breaker. Cholerics can be less than friendly but are extremely intelligent. They flourish in isolated environments where creativity is encouraged but high sociability and teamwork are not required. Cholerics will thrive in occupations such as engineering, programming, and innovative technology. They might also excel in disciplines such as statistics.

**Sanguine.** Sanguine temperaments are risk-taking pleasure-seekers. Sanguines may struggle against habit-forming traits. They might struggle with behavioral or 'process' addictions such as food, where the process--preparing a meal, for instance--is similarly as exciting to the addict as the high itself. Though sanguines may struggle with self-discipline, they show interest and talent in cooking, fashion, marketing, and travel.

**Phlegmatic.** Since phlegmatic temperaments are overly sociable, they often act as the mediator in situations. They try to stay neutral, never taking sides and often becoming nonconfrontational. Phlegmatics become the best caretakers, parents, and spouses. They excel in psychology and counseling, nursing, teaching, social services, and usually caretaking.

**Child Temperament.** Temperament is such a complex concept that some researchers trust it can be traced back to infancy. Temperament is more observable

in infants and children than in any other age group. The three types of childhood temperament familiar from infancy are easy, slow-to-warm-up, and difficult.

**A child drawing to represent childhood development in psychology.** A child with a facile temperament, a trait belonging to the host group of babies and children at 40%, easily adapt to new people and situations; are permanent eaters and sleepers; and positively strengthen their parents for their parenting efforts, whether it be through shy smiles, or, as the child grows, words of affirmation.

A child who is slow to warm up will show trembling or preference toward clear caretakers. Only 5-10% of babies are slow to warm up, comprising the smallest documented group of babies and children. These babies are less physically active, show negative traits such as anxiety and moodiness, and are known to be shy and delicate by caregivers.

### **3. Temperament and mental health.**

Temperament, in psychology, is an aspect of personality concerned with emotional dispositions and responses and their rapidity and intensity; the term often is used to cite to the prevailing mood or mood pattern of a person.

Temperament dictates your overarching demeanor, and the strength and significance of your reaction to setbacks and successes. Temperament can command something else, too: Your preference for mental disorders. Studies show that innate traits directly contribute to the development of psychiatric diseases.

#### **Figure 1**

**Current research is beginning to show that temperament the unusual suspect, is playing major role in development in psychopathology**

**Temperament can impact how you respond to certain life challenges or situations**

**Temperament can also affect relationship dynamics**

Our genetic makeup contributes 50% of our specific personality or temperament. This means that when it comes to eating, mood, anxiety, and even

post-traumatic stress disorders, half of the reason that these disorders develop is due to our genetic disposition. Temperament can influence how you respond to certain life challenges or situations.



### Task № 2. Answer the questions.

- 1.What is temperament?
- 2.Why is temperament important in psychology?
- 3.Does temperament influence personality?
- 4.Types of temperament.
- 5.How does temperament affect mental health?

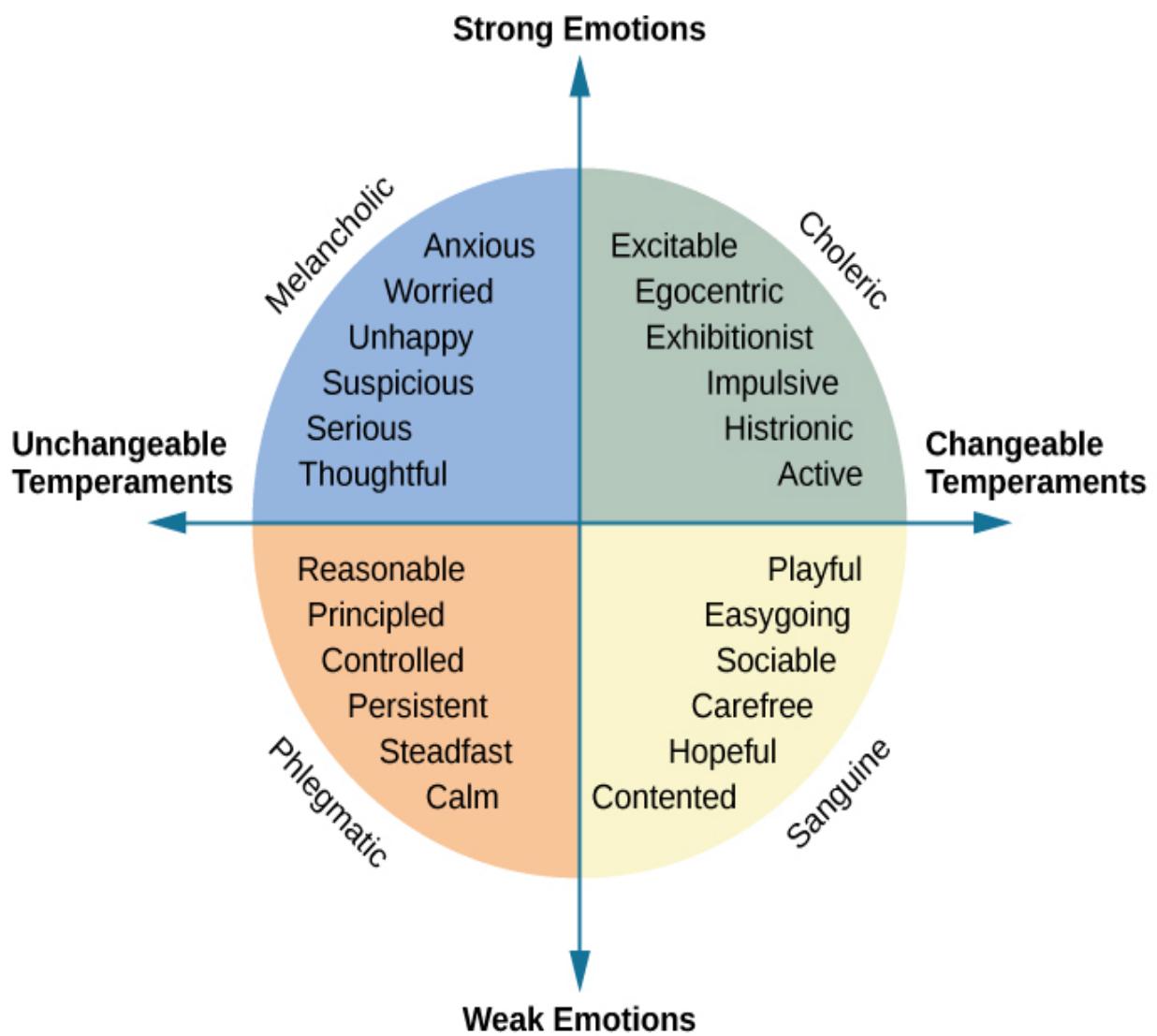


### Task № 3. Write the characteristics of each type of temperament in the given table and compare them with the data in the picture in the table.

Table -1

Melancholic	Choleric	Phlegmatic	Sanguine

Figure 2



**Table - 2**

# Test your Temperament

For each table circle the words that best describe you. At the bottom of each table record the number of words you circled. Calculate which table you scored highest on and then check which temperament type you are!

Table One	
Persistent	Likes to take charge
Confident	Determined
Firm	Enterprising
Enjoys challenges	Competitive
Problem solver	Productive
Bold	Purposeful
Driven	Adventurous
Strong-willed	Independent
Self-reliant	Controlling
Authoritative	Goal oriented
Total # of words	

Table Two	
Enthusiastic	Risk taker
Visionary	Motivated
Energetic	Chatty
Promoter	Friendly
Sociable	Enjoys being popular
Fun-loving	Likes variety
Spontaneous	Enjoys change
Creative	Group oriented
Optimistic	Initiator
Laughs a lot	Inspirational
Total # of words	

Table Three	
Detailed	Accurate
Consistent	Controlled
Reserved	Predictable
Practical	Orderly
Factual	Conscientious
Perfectionist	Discerning
Enjoys instructions	Analytical
Inquisitive	Precise
Persistent	Organised
Sensitive	Deliberate
Total # of words	

Table Four	
Sensitive	Loyal
Calm	Well-balanced
Easy-going	Gives in easily
Avoids confrontation	Indecisive
Enjoys routine	Dislikes change
Warm	Dry humour
Adaptable	Sympathetic
Thoughtful	Nurturing
Patient	Tolerant
Good listener	Peace maker
Total # of words	



#### Task № 4. Answer the questions.

**“I knew, I want to know, I want to know”**

**This is the rule of the methods:**

**The given text is read first. Then the table is filled. The first column is "Knew" and write down what you know before reading the text. The second column is called "I learned" and you write down what you learned after reading the text. The third table is called "I want to know" and you write down what you want to know.**

I knew	I learn	I want to know



**Task № 5.** Look at the pictures and discuss which temperament each one represents.

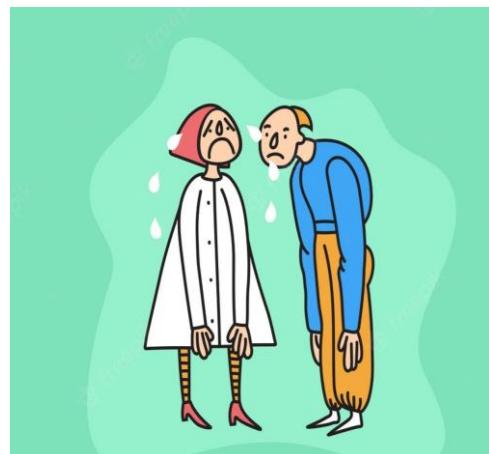
**Figure 3**



**Figure 4**



**Figure -5**



**Task № 6.** Watch the video. Discuss the information in the video and have a conversation on "Temperament and Health".

WATCH THE  
**VIDEO**



<https://youtu.be/JqwMM1AAxVk>



**Task № 7. Independent work: "Specific ways, methods, methods of information" preparation of a presentation on the topic.**

#### **REFERENCE LIST:**

1.Burešová I, et al. (2020). Predictors of mental health in adolescence: The role of personality, dispositional optimism, and social support.

<https://journals.sagepub.com/doi/10.1177/2158244020917963>

2.Csathó A, et al. (2018). Early-life stressors, personality development, and fast life strategies: An evolutionary perspective on malevolent personality features.

<https://www.frontiersin.org/articles/10.3389/fpsyg.2022.889730/full>

3.Fisher HE, et al. (2015). Four broad temperament dimensions: Description, convergent validation correlations, and comparison with the Big Five.

<https://www.frontiersin.org/articles/10.3389/fpsyg.2022.889730/full>

4.Loftus M. (2022). Personal interview.

5.Understanding and adapting to individual temperaments. (n.d.).

<https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/infanttoddler-care-providers/planning-infants-and-toddlers-1>

6.<https://psychcentral.com/health/temperament-and-personality#Lets-recap>

**Theme №3: EMOTION AND FEELING. VIEWS  
VERSUS FUNCTIONS AND THE STRUCTURE OF  
EMOTION.**



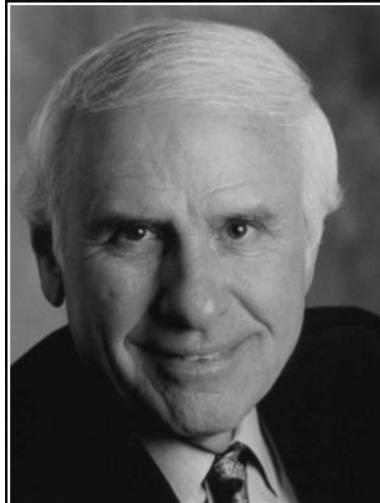
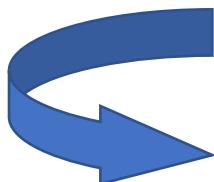
**1. The Difference Between Feelings and Emotions**

**2. Views of the emotions and functions**

**3. Structure of emotion**



Time to think! What can you say about this quote?



Our emotions need to be as educated as our intellect. It is important to know how to feel, how to respond, and how to let life in so that it can touch you.

— Jim Rohn —

AZ QUOTES



**Task № 1. Read the information below.**

### INTRODUCTION OF EMOTIONS AND FEELINGS

Emotions and feelings are all feature we share as humans. According to an essay in the publication Psychology Today, “emotions are complex experiences” of

“internal subjective experiences, facial appearance and physiological reactions.” Teasing out the feelings and emotions that people have, and learning why they have them, is a vital role for mental stability professionals.

Those concerned in surveying the distinct between feelings and emotions — and comprehension the mind, human behavior, and planned ways of helping mental health patients — usually complete advanced programs of study such as a master’s in consultative. This education is compulsory to understand the difference between feelings and emotions from a clinical point of view. Let’s explore that difference, along with how emotions can impression daily life for many individuals.

## **DIFFERENCE BETWEEN FEELINGS AND EMOTION**

### **Feelings versus emotions.**

Many people use the terms “feeling” and “emotion” as synonyms, but they are not replaceable. While they have the same elements, there is a marked difference between feelings and emotions.

*Feelings.* Both emotional experiences and somatic impact — such as hunger or suffering — bring about feelings, according to Psychology Today. Feelings are an aware experience, although not every aware experience, such as seeing or Accepting, is a feeling, as described in the article.

*Emotions.* According to Psychology Today, an emotion “can only ever be felt...through the emotional experiences it gives rise to, even though it might be located through its related thoughts, beliefs, desires, and actions.” Emotions are not conscious but instead apparent in the unconscious mind. These emotions can be brought to the surface of the conscious state through wider psychotherapy.

A basic difference between feelings and emotions is that feelings are experienced consciously, while emotions are evident either consciously or subconsciously. Some people may spend years, or even a lifetime, not understanding the deepness of their emotions.

## **IMPACT OF EMOTIONS IN PSYCHOLOGY**

### **Range of Emotions**

Throughout life, humans contact with many emotions. This of emotions is impacted by such element as their behavior, the culture they come from, and their previous shocking experiences.

### **How Emotions Impact Behavior**

According to a study published in Personality and Social Psychology Review (PSPR), emotion is a “feedback system whose impact on behavior is indirect.” While according to the PSPR study, the behavior is used to “pursue (or avoid) predict emotional outcomes,” behavior also “provides response and stimulating backdated evaluation of actions, conscious emotional states [which] can assist learning and alter guidelines for future actions.”

### **How Culture Shapes Emotions**

According to an article from the Association for Psychological Science (APS), research conducted by APS Fellow Jeanne Tsai at Stanford University shows most people want to “feel more positive than negative.” Yet the emotions that create a positive experience are Manifest to change between cultures, according to the APS article. For example, the positive emotions that “European Americans typically Choose [were] excitement and Delight” while Chinese Residents “go for calm and tranquility more.” This difference is seen in media such as promoting, which uses positive experience emotions to craft messages for maximum impact.

### **How Traumatic Experiences Impact Emotions**

Traumatic experiences impact emotions both in the moment and over the long term. According to Psychology Today, “whatever the source, trauma leaves its stamp on the brain.” For example, a study published in Neuroscience and Biobehavioral Reviews found a link between greater brain tasks in areas that process fear and post-traumatic tension disorder (PTSD). According to Psychology Today, traumatic experiences impact our emotions, causing PTSD flashbacks, Night terrors and increased fear, tension, irritation, sadness and blameworthiness.

### **The Next Step in the Mental Health Journey**

Learning the difference between feelings and emotions is vital knowledge for any professionals in the mental health field. Advanced education schemes, such as

Wake Forest University's Online Master's in Counseling are specifically Invented to help professionals Obtain the knowledge and experience for a fulfilling and successful career. Locate today if a master's degree in counseling is the right choice for you.

## 2. Emotions and their functions

### ➤ Types of EMOTIONS

There are four types of basic emotions: happiness, sadness, fear, and anger, which are differentially related with three core affects: reward (happiness), punishment (sadness), and stress (fear and anger).

**Fugure-8**



There are many different types of emotions that have an impact on how we live and influence others. At times, it may seem like we are Controlled by these emotions. The options we make, the Steps we take, and the perceptions we have are all Determined by the emotions we are experiencing at any given moment.

Psychologists have also tried to Recognize the different types of emotions that people experience. A few different theories have Appear to categorize and explain the emotions that people notice.

**Basic Emotions.** During the 1970s, psychologist Paul Eckman identified six basic emotions that he proposed were experienced in all human cultures. The emotions he identified were Pleasure, Sorrow, disgust, Panic, Shock, and Displeasure. He later inflated his list of basic emotions to include such things as Delight, Humiliation, Discomfort, and excitement.

**Combining Emotions.** Psychologist Robert Plutchik put forth a "wheel of emotions" that worked something like the color wheel. Emotions can be merged to form different feelings, much like colors can be assorted to create other shades. According to this theory, the more basic emotions react something like building blocks. More complex, sometimes mixed emotions, are blendings of these more basic ones. For example, basic emotions such as joy and Faith can be combined to make love.

A 2017 year's study suggests that there are far more basic emotions than previously accepted.<sup>1</sup> In the study published in the Proceedings of the National Academy of Sciences, researchers recognize 27 different types of emotion.

Rather than being entirely definite, however, the researchers found that people are involved in these emotions along a slope. Let's take a closer look at some of the basic types of emotions and explore the impact they have on human actions.

Happiness. Of all the various types of emotions, happiness is liable to be the one that people strive for the most. Happiness is often defined as a pleasant emotional condition that is characterized by feelings of content, happy, gratification, pleasure, and well-being. Research on happiness has grown notably since the 1960s within a number of fields, including the subdivision of psychology known as positive psychology. This type of emotion is sometimes indicated through:

- **Facial expressions:** such as smiling
- **Body language:** such as a relaxed stance
- **Tone of voice:** an upbeat, pleasant way of speaking

While happiness is think about one of the basic human emotions, the things we *think* will create pleasure tend to be heavily affected by culture. For example,

pop culture determines tend to Highlights that attaining certain things such as buying a home or having a high-paying job will Outcome in happiness.

The realities of what donates to happiness are often much more complex and more highly individualized. People have long believed that happiness and health were connected, and research has kept up the idea that happiness can play a role in both physical and mental health.

Happiness has been linked to a various types of outcomes including growing longevity and increased marital Contentment. Oppositely, unhappiness has been linked to a variety of poor health results.

Emphasize, fear, depression, and loneliness, for example, have been linked to things such as lowered immunity, increased inflammation, and decreased life expectations. Sadness. Sadness is another type of emotion often defined as a transient emotional state Identified by feelings of disappointment, grief, hopelessness, Detachment, and dampened mood. Like other emotions, sadness is something that all people undergo from time to time. In some cases, people can experience prolonged and severe periods of sadness that can turn into depression. Sorrow can be Communicate in several ways including:

- Crying
- Dampened mood
- Lethargy
- Quietness
- Withdrawal from others

The type and Acuteness of sadness can vary depending upon the root cause, and how people cope with such feelings can also differ. Sadness can often lead people to capture in coping mechanisms such as avoiding other people, self-medicating, and ruminating on negative Ideas. Such behaviors can inflame feelings of sorrow and prolong the span of the emotion.

**Fear.** Fear is a strong emotion that can also play Main role in survival. When you face some sort of danger and experience Fright, you go through what is known as the fight or flight response. Your muscles become tense, your heart rate and

respiration increase, and your mind becomes more Aware, priming your body to either run from the danger or stand and fight. This response helps Certify that you are prepared to effectively deal with Warning in your environment. Expressions of this type of emotion can include:

- **Facial expressions:** such as widening the eyes and pulling back the chin
- **Body language:** attempts to hide or flee from the threat
- **Physiological reactions:** such as fast breathing and heartbeat

Of course, not everyone experiences fear in the same way. Some people may be more sensitive to fear and certain situations or objects may be more likely to Prompt this emotion.

Fear is the emotional reaction to an Instant threat. We can also develop a similar reaction to anticipated threats or even our thoughts about Possible dangers, and this is what we generally think of as anxiety. Social anxiety, for example, involves an expect fear of social situations.

Some people, on the other hand, actually want out fear-provoking situations. Utmost sports and other Simulations can be fear-inducing, but some people seem to thrive and even enjoy such feelings.

Repeated exposure to a fear object or situation can lead to Skill in and acclimation, which can Lessen feelings of fear and anxiety.

This is the idea behind Position therapy, in which people are gradually exposed to the things that Scare them in a controlled and safe manner. Eventually, feelings of fear begin to decrease.

Disgust. Disgust is another of the original six types of emotions described by Eckman. Disgust can be displayed in a number of ways including:

- **Body language:** turning away from the object of disgust
- **Physical reactions:** such as vomiting or retching
- **Facial expressions:** such as wrinkling the nose and curling the upper lip

This sense of revulsion can arise from several things, including an Irritating taste, sight, or Scent. Researchers believe that this emotion evolved as a reaction to foods

that might be harmful or fatal. When people smell or taste foods that have gone bad, for example, disgust is a typical reaction.

Poor hygiene, infection, blood, rot, and death can also trigger a disgust response. This may be the body's way of avoiding things that may carry transmittable diseases. People can also experience Upright disgust when they observe others engaging in behaviors that they find distasteful, immoral, or evil.

**Anger.** Anger can be an especially powerful emotion Distinguish by feelings of hostility, agitation, Vexation, and antagonism towards others. Like fear, anger can play a part in your body's fight or flight response. When a threat causes feelings of anger, you may be inclined to fend off the danger and Save yourself. Anger is often displayed through:

- **Facial expressions:** such as frowning or Blazing
- **Body language:** such as taking a strong Posture or turning away
- **Tone of voice:** such as speaking Husky or yelling
- **Physiological responses:** such as Glow or turning red
- **Aggressive behaviors:** such as hitting, kicking, or Pitch objects

While anger is often thought of as a negative emotion, it can sometimes be a good thing. It can be useful in helping clarify your needs in a relationship, and it can also Prompt you to take action and find solutions to things that are Troubling you. Anger can become a problem, however, when it is immoderate or expressed in ways that are unhealthy, dangerous, or harmful to others. Unrestricted anger can quickly turn to aggression, abuse, or roughness.

Anger Issues: Take the Test. This type of emotion can have both mental and physical consequences. Unchecked anger can make it difficult to make Logical decisions and can even have Smash on your physical health. Anger has been connected to coronary heart diseases and diabetes. It has also been linked to behaviors that pose health risks such as Hostile driving, alcohol Depletion, and smoking.

Surprise. Shock is another one of the six basic types of human emotions originally briefed by Eckman. Surprise is usually Totally brief and is distinguished by a physiological Scare response following something unforeseen. This type of emotion can be positive, negative, or neutral. Troublsome surprise, for example, might involve someone jumping out from behind a tree and scaring you as you walk to your car at night.

An example of a pleasant surprise would be arriving home to find that your nearest friends have gathered to Honor your birthday. Surprise is often identified by the following terms:

- **Facial expressions:** such as raising the brows, Spread the eyes and opening the mouth
- **Physical responses:** such as jumping back
- **Verbal reactions:** such as crying out, screaming, or gasping

Surprise is another type of emotion that can Set off the fight or flight response. When startled, people may experience a Crack of adrenaline that assist prepares the body to either fight or flee.

Astonish can have important effects on human behavior. For example, research has shown that people tend to disproportionately notice surprising events. This is why surprising and Unusual events in the news tend to stand out in memory more than others. Research has also found that people tend to be more swayed by surprising arguments and learn more from surprising facts.

Other Types of Emotions. The six basic emotions described by Eckman are just a Section of the many different types of emotions that people are capable of experiencing. Eckman's theory suggests that these core emotions are universal throughout cultures all over the world.

However, other theories and new research continue to explore the many different types of emotions and how they are classified. Eckman later added a number of other emotions to his list but Recommended that unlike his original six emotions, not all of these could necessarily be encoded through facial expressions. Some of the emotions he later recognised included:

- Cheerfulness
- Contempt
- Contentment
- Awkwardness
- Hopefulness
- Guilt
- Pride in achievement
- Repose
- Fulfilment
- Shame

### **Other Theories of Emotion**

As with many concepts in psychology, not all theorists Admit how to Array emotions or what the basic emotions actually are. While Eckman's theory is one of the best known, other theorists have suggested their own plans about what emotions make up the core of the human experience.

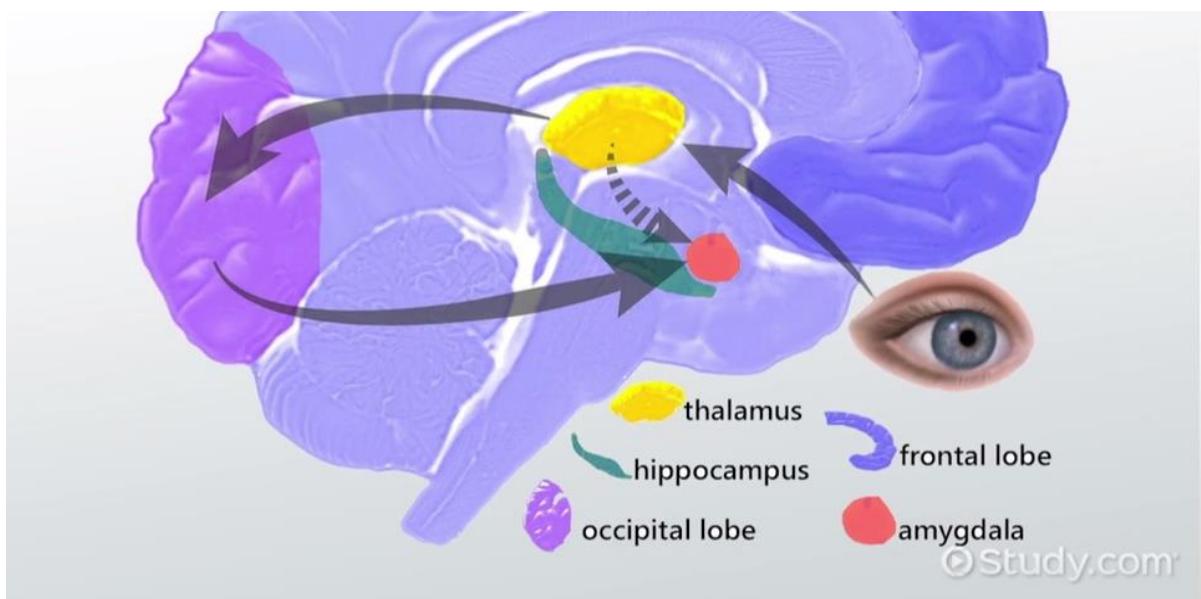
For example, some researchers have advised that there are only two or three basic emotions. Others have suggested that emotions live in something of a Social order. Primary emotions such as love, joy, Amazement, anger, and sadness can then be further broken down into secondary emotions. Love, for example, Contains of secondary emotions, such as Sentiments and longing.

These Minor emotions might then be broken down still further into what are known as tertiary emotions. The secondary emotion of Fondness includes tertiary Sensation, such as liking, caring, Empathy, and tenderness. A more recent study suggests that there are at least 27 distinct emotions, all of which are highly Bordering. After examining the responses of more than 800 men to more than 2,000 video clips, researchers created collective map to Exhibit how these emotions are Connected to one another. In other words, emotions don't not states that occur in Separation. Instead, the study suggests that there are Slopes of emotion and that these different feelings are deeply interrelated.

Emotions play a Condemning role in how we live our lives, from influencing how we engage with others in our day-to-day lives to affecting the decisions we make. By understanding some of the different types of emotions, you can gain a deeper understanding of how these emotions are Conveyed and the impact they have on your behavior. It is important to remember, however, that no emotion is an island. Instead, the many emotions you are involved in are nuanced and Complicated, working together to create the rich and Mixed fabric of your emotional life.

The **amygdala** is an almond-shaped section of nervous tissue located in the **temporal** (side) lobe of the brain. There are two amygdalae per person Usually, with one amygdala on each side of the brain. They are thought to be a part of the **limbic system** within the brain, which is Oversee for emotions, survival Urges, and memory. However, this Involvement has been debated heavily, with evidence that the amygdalae function independently of the limbic system.

**Figure-9**



### **3.The structure of emotions.**

Emotions have been studied in several scientific disciplines—e.g., biology, psychology, neuroscience, psychiatry, anthropology, and sociology—as well as in business management, advertising, and communications. As a result,

distinctive perspectives on emotion have come out, appropriate to the complexity and variety of the emotions themselves. It is important, however, to take those different perspectives not as competitive but as complementary, each potentially yielding Perception into what may be called the different “structures” of emotions. To say that emotions have shape (or a structure) is to decline the view that they are merely amorphous “feelings” or that they have no order, logic, or rationality. On the contrary, emotions are structured in several ways: by their Basal neurology, by the judgments and Assessments that enter into them, by the behavior that expresses or manifests them, and by the larger social contexts in which they occur. Thus, one might say that a sentiment is a “mutually neuro-physiological-behavioral-evaluative-experiential-social event.” Different emotions will manifest such structures to different sizes and in different ways, depending on the specific emotion, its type, and the Incidents.

In the remainder of this article the shape of the different emotions will be considered under three headings (though it should be borne in mind that the shape of any emotion are always integrated into an organic whole): (1) physical structures, including overt behaviour, neurology, and physiology; (2) experiential structures, or how emotion is experienced by the subject; and (3) social structures, including cultural causes and situations, the social meaning and function of emotional expressions, the social effects of emotional behavior, the political causes and effects of emotional behavior, and the ethical Thought that Conclusive the nature and appropriateness of emotions.

### **Physical structures of emotion**

During the first half of the 20th century, members of the psychological school of behaviorism Ventured to study mental Facts strictly in terms of their publicly Detectable causes and effects. According to behaviorists, any genuinely scientific account of emotions must be restricted to a description of the observable condition that evokes emotions (the “stimulus”) and the observable physical changes and behavior that result from them (the “response”), including especially verbal behavior. Although behaviorism is not considered a viable approach, it should be

noted just how much the dimension of the publicly Visible encompasses. The stimulus and reaction situations include not only the physical surroundings of the people experiencing the emotion and any movement, gesture, or sound they make but also their neurological, neurochemical, and physiological states—including, for example, hormone levels and differences in the activity of the autonomic nervous system, which controls and regulates internal organs.

### **The neurobiology of emotion**

Before the advent of behaviorism, when the science of neurology was still in its Early, the American philosopher and psychologist William James (1842–1910) brought some of the factors Jointly in his theory of emotion, which he set out in his foundational study *The Principles of Psychology* (1890). In the space of a few dozen pages, James cited wide types of physiological changes involved in some emotions: autonomic nervous system activity (racing heart, dilation of the blood vessels, constriction of the bladder and bowels, Reflex changes in breathing, and “something in the pharynx that Force either a swallow, a clearing of the throat, or a slight cough”), characteristic “emotional” brain processes, “nervous anticipations,” and overt physical expressions and actions-trembling, weeping, running, and striking. For James, such emotions are physical sensations that accompany certain physiological Convert that themselves are brought about by some “upsetting” perception. Accordingly, in a well-known piece of advice, he urged those who wished to improve their emotional state to “smooth the brow, brighten the eye, contract the dorsal rather than the ventral aspect of the frame, and speak in a major key, and pass the genial Praise.”

Research has since distinguished between the bodily changes considered by James. Autonomic nervous system activity, which is sometimes taken to be the core of James’s theory, is of course distinct from voluntary muscle activity. Contemporary neurology has come to focus much more on brain activity as such and to treat all other Physical changes as strictly secondary. Neuroscientific research has shown not only that emotions have their Creations in neural activity in the brain but that different emotions display very different patterns of Neurological activity. The

core of emotional brain activity seems to be the limbic forebrain: the thalamus, the hypothalamus, the reticular development, and the amygdala, all of which are subcortical (below the cerebral cortex). The hypothalamus has vital links to Happiness and distress, while the reticular formation may have an important link to depression. The American neuroscientist Joseph E. LeDoux has shown that auditory stimulation of fear involves the transmission of sound signals through the auditory way-out to the thalamus (which relays information) and then to the dorsal amygdala (which evaluates information). Such research Recommended that emotion that is activated by way of the thalamus-amgydala pathway results from evaluative processing that is Quick, minimal, and automatic. But emotion may also be activated through a relay of information from the thalamus to the neocortex (the outer part of the cerebral cortex), and this circuit is the neural basis for cognitive appraisal and Judgement of events. Thus, there are two neural ways involved in the activation of emotions: cortical and subcortical. The activation of emotion via the thalamus-amgydala pathway explains how infants and very young children respond emotionally to pain and why adults say strong Predilection and make emotional judgments before they have any conscious recognition of doing so. People often experience emotion before they form logic for having the emotions they do.



**Task № 2. Select the correct answer to the given questions and explain why you chose that particular answer.**

**QUESTIONS:**

- ✓ What are feelings?
- ✓ What is emotion?
- ✓ Emotions play a \_\_\_\_\_ role in how we live our lives.
- ✓ What is flight response?
- ✓ What is amygdala?

**ANSWERS:**

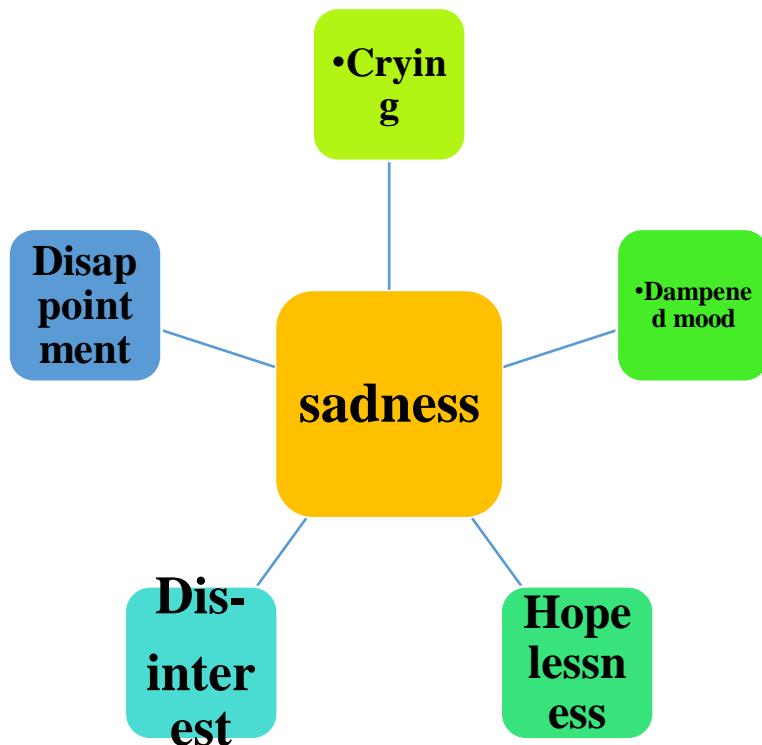
- ❖ Feelings are a aware experience, although not every aware experience, such as seeing or Accept, is a feeling, as describe in the article.

- ❖ Emotions: Emotions are not conscious but instead apparent in the unconscious mind. These emotions can be brought to the surface of the conscious state through wider psychotherapy.
- ❖ Emotions play a Condemning role in how we live our lives.
- ❖ Fear is a strong emotion that can also play Main role in survival. When you face some sort of danger and experience Fright, you go through what is known as the fight or flight response.
- ❖ The amygdala is an almond-shaped section of nervous tissue located in the temporal (side) lobe of the brain.



**Task № 3. The first diagram below shows one of the emotions, sadness, as an example. In the second drawing, you should write signs of happiness. How do you think being sad and being happy affects your health?**

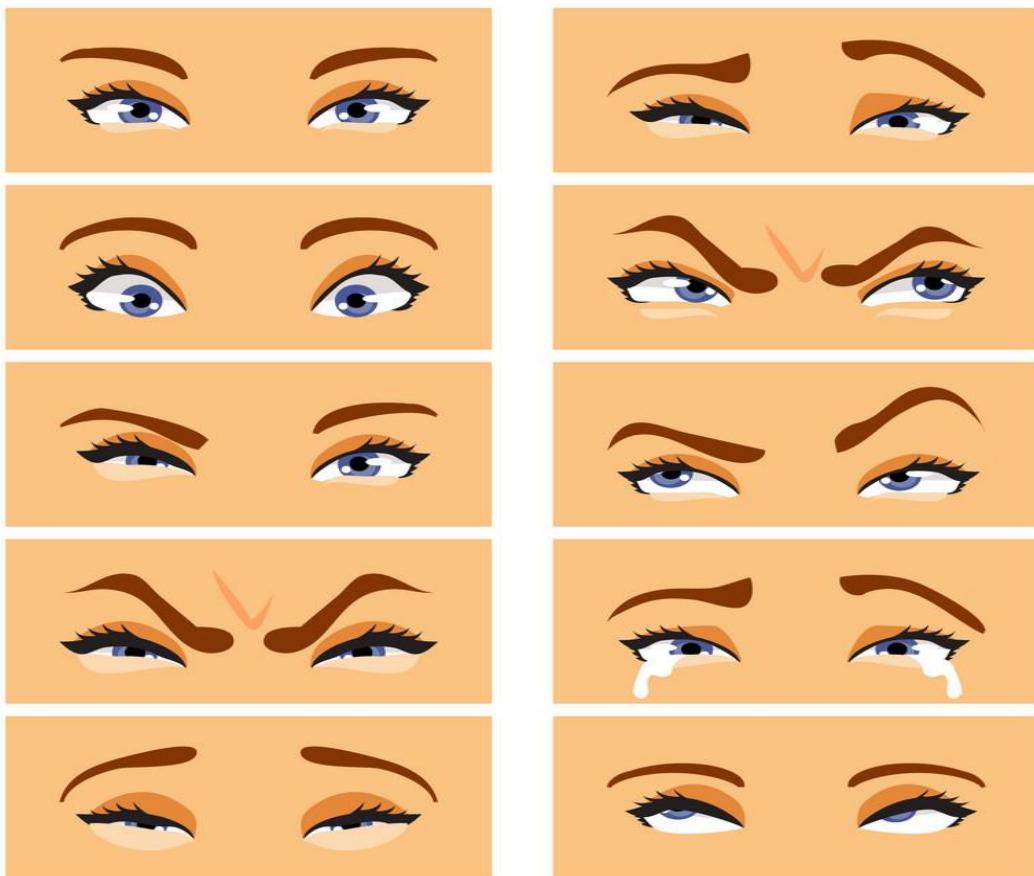
**Figure 10.**





**Task № 4.** Explain what emotions are reflected in the eyes in the given picture.

**Picture 3.**





**Task № 5.** Combine the letters in the picture below to make science words.

**Figure 11.**

E	J	L	A	M	N	K	S	N	K	H
M	M	O	T	I	V	A	T	I	O	N
O	E	O	T	I	O	N	E	K	H	C
T	M	P	E	H	T	O	M	L	A	O
I	O	E	N	F	H	G	P	M	P	G
O	R	D	T	S	K	Y	E	P	P	K
N	Y	A	I	G	L	K	R	O	Y	A
M	S	G	O	P	E	D	A	G	O	G
O	N	O	N	P	L	S	M	G	D	B
O	P	G	S	A	D	N	E	S	S	D
D	S	Y	F	T	K	K	N	K	M	I
S	T	R	E	S	S	L	T	L	N	P



**Task № 6.** Explain the given concepts.

*"T"-scheme is a table with two columns, in which the scientific term is written in the first column. In the second column, an explanation of this term should be given.*

CONCEPTS	EXPLANATION
<i>Emotion</i>	
<i>Feeling</i>	
<i>Psychology</i>	
<i>Pedagogy</i>	
<i>Temperament</i>	
<i>Medicine</i>	



**Task № 7.** Watch the video and discuss the concepts of emotion, feelings and stress.

**WATCH THE  
VIDEO**



<https://youtu.be/4KbSRXP0wik>



**Task № 7.** Independent work: "Human memory an aspect of development and a prerequisite" preparation of a presentation on the topic.

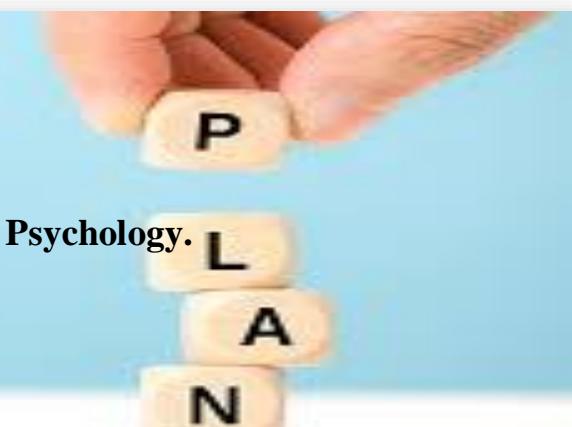
**Reference list:**

- 1.<https://counseling.online.wfu.edu/blog/difference-feelings-emotions/>
- 2.<https://www.britannica.com/science/emotion/The-structure-of-emotions>

**Theme №4: SPEAKING OF ATTENTION.  
PHYSIOLOGICAL BASIS OF ATTENTION**

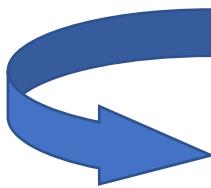


1. About attention.
2. Perception and Attention in Cognitive Psychology.
3. Types of Attention in Psychology.





Time to think! What can you say about this quote?



Concentration is the key that opens up to the child the latent treasures within him.

— Maria Montessori —

AZ QUOTES



### Task № 1. Introduce the information given about the topic.

**Definition:** Attention is a whole field of thesis and research in cognitive psychology. Attention is the cognitive action that involves observing or becoming aware of something; this does not have to be in your external visual field. An example is when we try to recollect memories, we have to attend to them to bring them from the long-term to the short-term memory store. Now we don't actually see the memory but instead, concentrate on it.

**Short-term Memory:** Short-term memory is exactly as it sounds, quick and short. Our short-term memory refers to the memory systems in our brain that are involved in remembering bits of information for a phase. This short time usually lasts about thirty seconds. Our short-term memory works as a visuospatial sketchpad for information that the brain has recently immersed so that those sketches can be processed into memories later.

**Short-term memory** is the ability to store a small amount of information in mind and keep it readily available for a short period. It is also known as primary or active memory. How information is encoded in the short- and long-term

memory stores differ in terms of encoding, duration and capacity. Let's take a look at the short-term memory store in detail.

**Memory (Explanation):** A father had just arrived home from work, changed into comfortable clothes, and made himself a nice cup of coffee to relax after a long day when he realized something. He had forgotten to pick up his son from nursery!! Oh, dear. A case of memory failure, or more precisely, prospective memory failure. Why can we recall memories from days, weeks, and years ago but at other times, our memory fails us? What types of memory are there? How do we store information using memories?

The brain receives an overwhelming amount of information; it has limited capability, so it cannot process every single thing we see. This is where the process of attention comes in. The attention process can be compared to metaphor of a filter. During the process, it filters through stimuli that we determine as important, e.g. when we focus on it and ignore insignificant stimuli.

### **Perception and Attention in Cognitive Psychology:**

Perception and attention have an alliance relationship regarding attending to stimuli.

Perception is the ability to observe and be aware of the stimuli in the environment, such as objects, people or events. Perception is not limited to what we see; it is also related to our other senses, e.g. what we hear, touch, smell and taste.

Cognitive psychology has devoted great efforts to explaining the relationship between attention and perception.

Study have established that when we perceive something, we have to attend to it and then we can save that information as a long-term memory. And when we focus on attending to something, we can realize more details. This highlights the interdependent relationship between the two cognitive processes. Research in cognitive psychology has found that when we attend to information, various things can be observed, e.g.:

- During attention, activation of the frontal lobe (anterior part of the brain) can be observed.

- The body can be in a state of arousal – Selenyck's General Adaptation Syndrome states that the body automatically responds to stressors (arousal), causing people to focus or become hypervigilant. These symptoms are the forms of attention.
- The characteristics of attention can vary depending on the type of attention. A characteristic feature of sustained attention is intense concentration. On the other hand, selective attention is characterized by the proficiency to fixate on something while neglecting background noise.

### **Types of Attention in Psychology:**

Although attention is a single cognitive process, psychologists have found that people pay different kinds of attention.

The different types of attention are the following:

1. **Focused attention** refers to focusing on a single stimulus.
2. **Selective attention** refers to paying attention to one stimulus, even if there are distractions.
3. **Sustained attention** refers to putting attention on a stimulus for an extended period.
4. **Divided attention** refers to the attention that is directed to more than one stimulus at a time.
5. **Alternating attention** occurs when attention switches back and forth between different stimuli.

Thus, your attention varies from the one you use when watching a rugby game (divided attention) when revising for an exam (sustained attention).

### **Factors Affecting Attention in Psychology:**

The type of attention that is available depends on certain aspects. The factors affecting attention in psychology are whether there are distractors, such as background noise.

Our ability to pay attention may vary depending on the context of this interference and the stimuli we pay attention to. If something is particularly

important to you (e.g., if you have a strong memory or a personal interest), you may be more likely to pay attention to it, and your ability to pay attention may be affected.

This is also true if you have little or no interest in or personal connection to the topic. In this case, you may have to make more endeavor to pay attention to a topic (voluntary attention), especially if the stimulus requires active engagement, as in reading. Other forms of attention retention may be more involuntary. Your attention may be drawn if something is particularly eye-catching or stressful (e.g., if you are in a dangerous situation). Examples of the different forms of attention are effortless, involuntary, focused, dimensional, etc.

### **Theories of Attention in Psychology:**

The main theories contributing to our knowledge of attention in psychology are auditory selective attention and visual inattention. Auditory attention was researched and theorized by Cherry and Moray in 1959. Visual inattention theory was explored by Simon and Chabris (1999).

### **Auditory Selective Attention:**

Cherry developed the auditory selective attention theory in 1959. In this study, Cherry (1959) used dichotic shadowing research techniques. Cherry proposed the 'cocktail party effect' to explain how selective attention can change. This theory explains an example of auditory attention in the context of a party. When someone is in the middle of a conversation with their friends, they pay attention to that conversation. However, if they suddenly hear their name called from the opposite side of the room. The person's attention will focus on the person who called their name and not the conversation.

Selective auditory attention is the ability to focus on an audio stimulus that interests the person while neglecting others.

Following these results, Moray (1959) conducted three experiments to confirm Cherry's findings. He attempted to do this using factual methods. His research also produced evidence of how the cocktail party effect works.

For example, Moray found that participants heard a 'rejected' message better when they heard intuitive versus non-affective cues. This finding suggests that

people can shift their attention, and this can happen even when they are fixated on a stimulus because they have heard something related to them.

### **Visual Inattention:**

We seem to pay attention differently when attending to visual encouragement than auditory information. Simon and Chabris (1999) noted this when examining intentional blindness. Attentional blindness refers to not noticing a stimulus that is evidently there. According to this theory, we miss information because individuals are busy attending to other stimuli.

Visual inattention, like auditory attention, is when a person fails to see something that is distinct. In the study, participants were instructed to fixate on a task. The researchers told the participants they would be tested after the video finished to ensure they devoted themselves to the task. The study's goal was to see if participants perceived a startling event. The unexpected event was a woman holding an umbrella or a woman in a gorilla costume.

The study found that people were more likely to notice things:

- When they are focused on an easy task rather than a difficult task.
- The stimuli they are not paying attention to are visible.
- When the stimuli have similar physical characteristics to them.

Like Cherry and Moray's findings, inattention can be overcome when the stimuli they are not attending to are related to the person.

### **Attention - Key takeaways:**

- The attention definition in psychology is a cognitive process that involves observing or becoming aware of something.
- Some examples of types of attention in psychology are focused, selective, sustained, divided, and alternating attention.
- Several factors affecting attention in psychology research have been noted, such as concentration, the number of stimuli present or the presence of distractors.

- Perception and attention in cognitive psychology suggest that the two cognitive processes have an interdependent relationship.
- The two main theories of attention in psychology are auditory selective attention (the cocktail party effect) and visual inattention (intentional blindness).

## **Frequently Asked Questions about Attention**

### **How is attention defined?**

The attention definition in psychology is a cognitive process that involves observing or becoming aware of something.

### **What are the three types of attention?**

Some examples of types of attention in psychology are:

- Selective attention
- Divided attention
- Focused attention

### **What are the characteristics of attention in psychology?**

Characteristics of attention in psychology are:

- Concentrating on a stimulus.
- Being able to ignore distractors.
- Activation of the frontal lobe.
- Arousal

### **How many types of attention are there in psychology?**

Some examples of types of attention in psychology are focused, selective, sustained, divided, and alternating attention.

### **What are the theories of attention in psychology?**

The two main theories of attention in psychology are auditory selective attention (the cocktail party effect) and visual inattention (intentional blindness).

### **What is ADHD?**

ADHD is one of the most common *neurodevelopmental* disorders of childhood. It is usually first diagnosed in childhood and often lasts into adulthood. Children with ADHD may have trouble paying attention,

controlling impulsive behaviors (may act without thinking about what the result will be), or be overly active.

**Signs and Symptoms.** It is normal for children to have trouble focusing and behaving at one time or another. However, children with ADHD do not just grow out of these behaviors. The symptoms continue, can be severe, and can cause difficulty at school, at home, or with friends.

A child with ADHD might:

- daydream a lot
- forget or lose things a lot
- squirm or fidget
- talk too much
- make careless mistakes or take unnecessary risks
- have a hard time resisting temptation
- have trouble taking turns
- have difficulty getting along with others

### **Types.**

There are three different ways ADHD presents itself, depending on which types of symptoms are strongest in the individual:

- **Predominantly Inattentive Presentation:** It is hard for the individual to organize or finish a task, to pay attention to details, or to follow instructions or conversations. The person is easily distracted or forgets details of daily routines.
- **Predominantly Hyperactive-Impulsive Presentation:** The person fidgets and talks a lot. It is hard to sit still for long (e.g., for a meal or while doing homework). Smaller children may run, jump or climb constantly. The individual feels restless and has trouble with impulsivity. Someone who is spontaneous may barge into others a lot, grab things from people, or speak at inappropriate times. It is hard for the person to wait their turn or listen to directions. A person with impulsiveness may have more accidents and injuries than others.

- **Combined Presentation:** Symptoms of the above two types are equally present in the person.

Because symptoms can change over time, the demonstration may change over time as well.

### **Causes of ADHD**

Scientists are studying cause(s) and risk factors to find better ways to manage and reduce the chances of a person having ADHD. The cause(s) and risk factors for ADHD are unknown, but current research shows that genetics plays an important role. Recent studies interconnect genetic factors with ADHD. In addition to genetics, scientists are studying other possible causes and risk aspects including:

- Brain injury
- Exposure to environmental risks (e.g., lead) during pregnancy or at a young age
- Alcohol and tobacco use during pregnancy
- Premature delivery
- Low birth weight

Research does not support the popularly held views that ADHD is caused by eating too much sugar, watching too much television, parenting, or social and environmental factors such as poverty or family chaos. Of course, many things, including these, might make symptoms worse, especially in certain people. However, the evidence is not strong enough to determine that they are the main causes of ADHD.

**Diagnosis.** Deciding if a child has ADHD is a process with several steps. There is no single test to diagnose ADHD, and many other problems, like anxiety, depression, sleep problems, and certain types of learning disabilities, can have similar symptoms. One step of the process involves having a medical exam, including hearing and vision tests, to rule out other problems with symptoms like ADHD. Overlooking ADHD usually includes a register for rating ADHD symptoms and taking a history of the child from parents, teachers, and sometimes, the child

**Treatments.** In most cases, ADHD is best treated with a combination of behavior therapy and medication. For preschool-aged children (4-5 years of age) with ADHD, behavior therapy, particularly training for parents, is recommended as the first line of treatment before medication is tried. What works best can depend on the child and family. Good treatment plans will include close supervision, follow-ups, and making changes, if needed, along the way.

### **Managing Symptoms: Staying Healthy**

Being healthy is important for all children and can be especially important for children with ADHD. In addition to behavioral therapy and medication, having a healthy lifestyle can make it easier for your child to deal with ADHD symptoms. Here are some healthy behaviors that may help:

- Developing healthy eating habits such as eating plenty of fruits, vegetables, and whole grains and choosing lean protein sources
- Participating in daily physical activity based on age
- Limiting the amount of daily screen time from TVs, computers, phones, and other electronics
- Getting the recommended amount of sleep each night based on age

**ADHD in Adults.** ADHD can last into adulthood. Some adults have ADHD but have never been diagnosed. The symptoms can cause difficulty at work, at home, or with relationships. Symptoms may look different at older ages, for example, hyperactivity may appear as extreme agitation. Symptoms can become more severe when the demands of adulthood increase.



### **Task № 2. Answer the questions.**

1. What is attention?
2. What do you mean by short-term memory?
3. What are the factors that affect attention?
4. Types of attention.
5. What is auditory selective and visual attention?
6. What is ADHD?

7. What are the signs and symptoms of ADHD?

8. Types of ADHD.



**Task № 3.** Check out how the apps work below. Which app do you think is right for you? How about choosing one and developing your focus?

*Here are apps that will help you to improve your mental focus and be productive.*

**Stay Focused**

**Self-control**

**Pomodoro Technique**

**Serene**

**Lumosity**

**Forest**



**Task № 4.** The strength of attention plays an important role in all fields. However, developing attention, performing various exercises improves concentration. We found interesting information (<https://brightside.me/wonder-quizzes/10-images-that-will-test-your-attention-to-detail-802277/>) related to pictures on the site. Do the exercises and check the answer. Good luck!

**Task № 5. Find the odd one out.**

**Picture 4.**



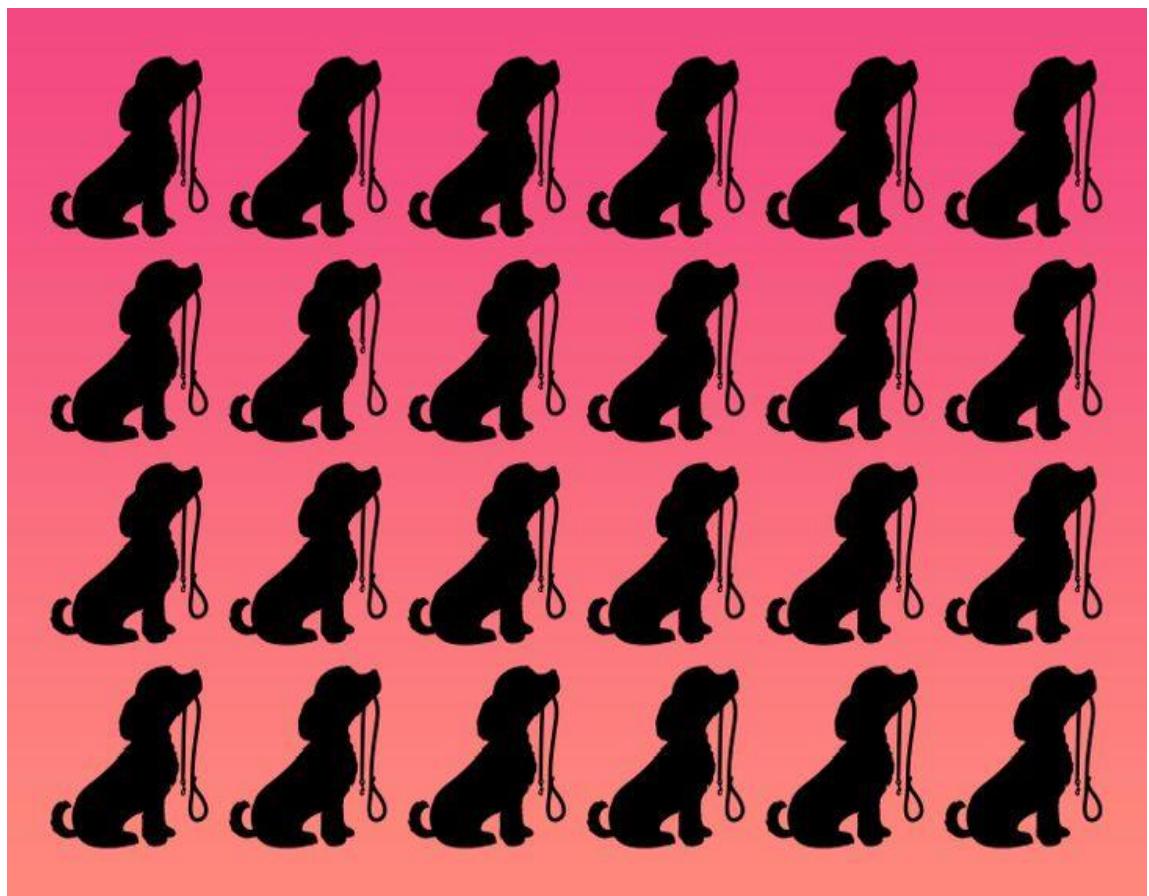
2. There are 2 identical flowers, can you find them?



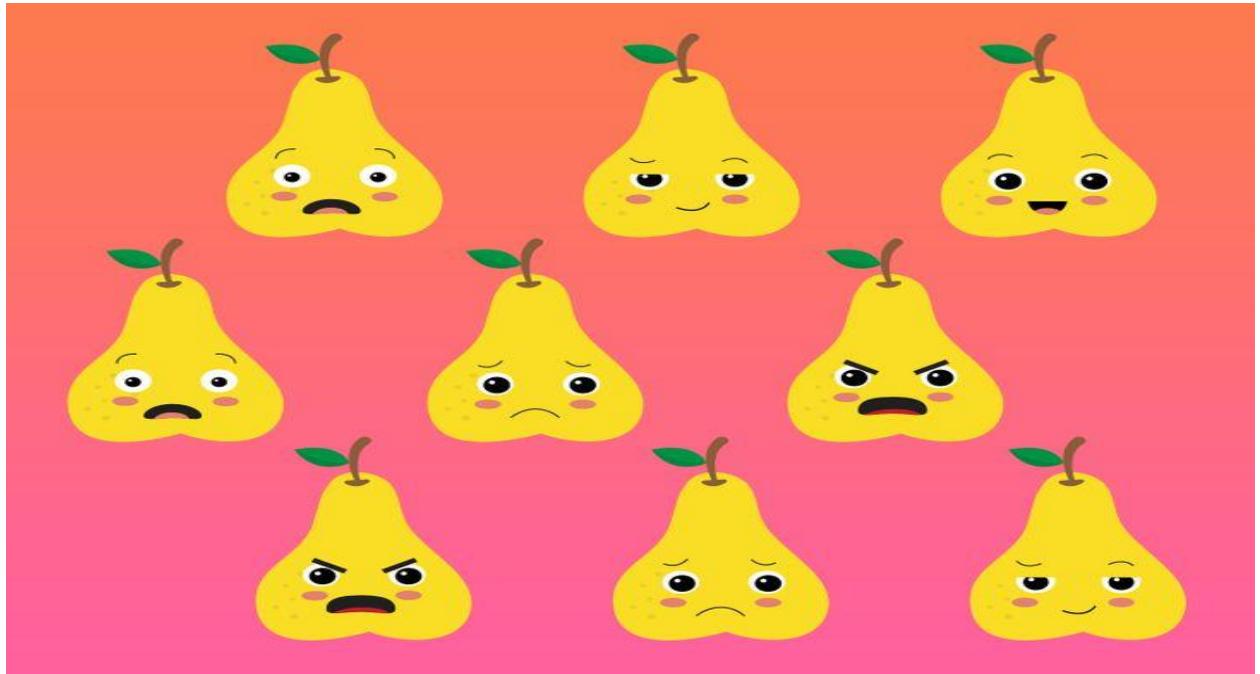
**3. What's missing here?**



**4. Find the odd one.**



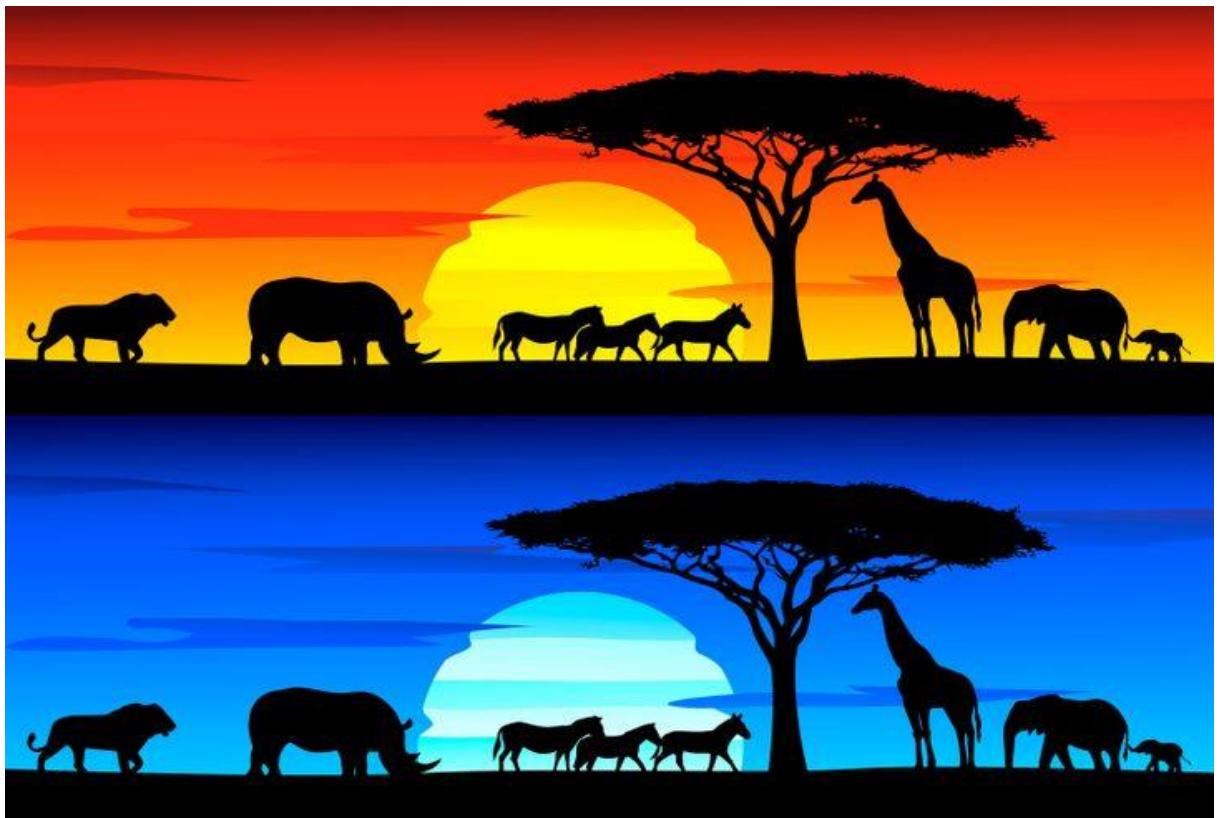
**5. One pear doesn't have a pair. Which one is it?**



**6. How many Fs do you see? Tap to see**

E E E E E E E E E E E E F E  
E E E E E F E E E E E E E E  
E E E E E E E E E E E E E E  
E E F E E E E E E E E E F E E  
E E E E F E E E E E E E F E

**7. Find the difference.**



**8. Find the word “Bird”**

**DIRTIRDDIRTBDRIDIRBBID  
IRBBIDIRTBRTDIRTDDBDI  
BTRDIRTBIRDIRTBBIDIB  
RTBDRIDIRBBIDIRTBDIRT**

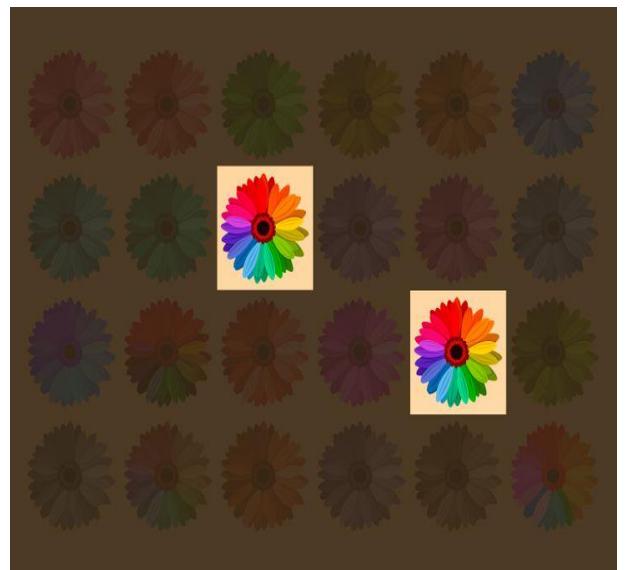
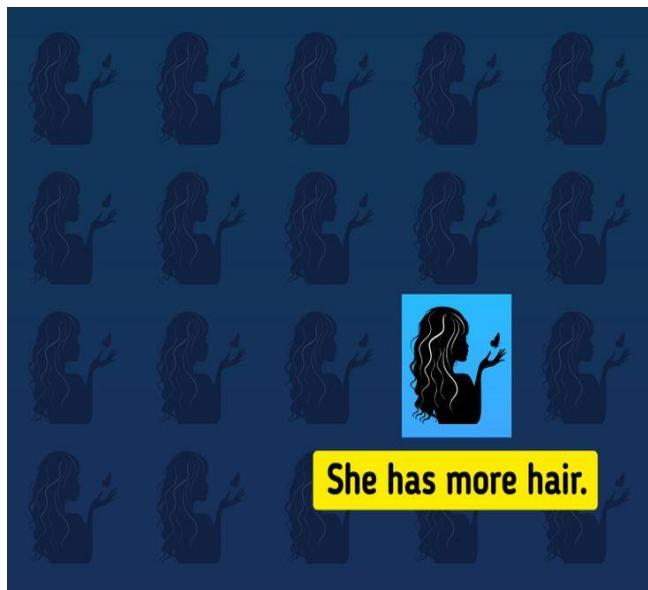
**9. How many cats do you see?**

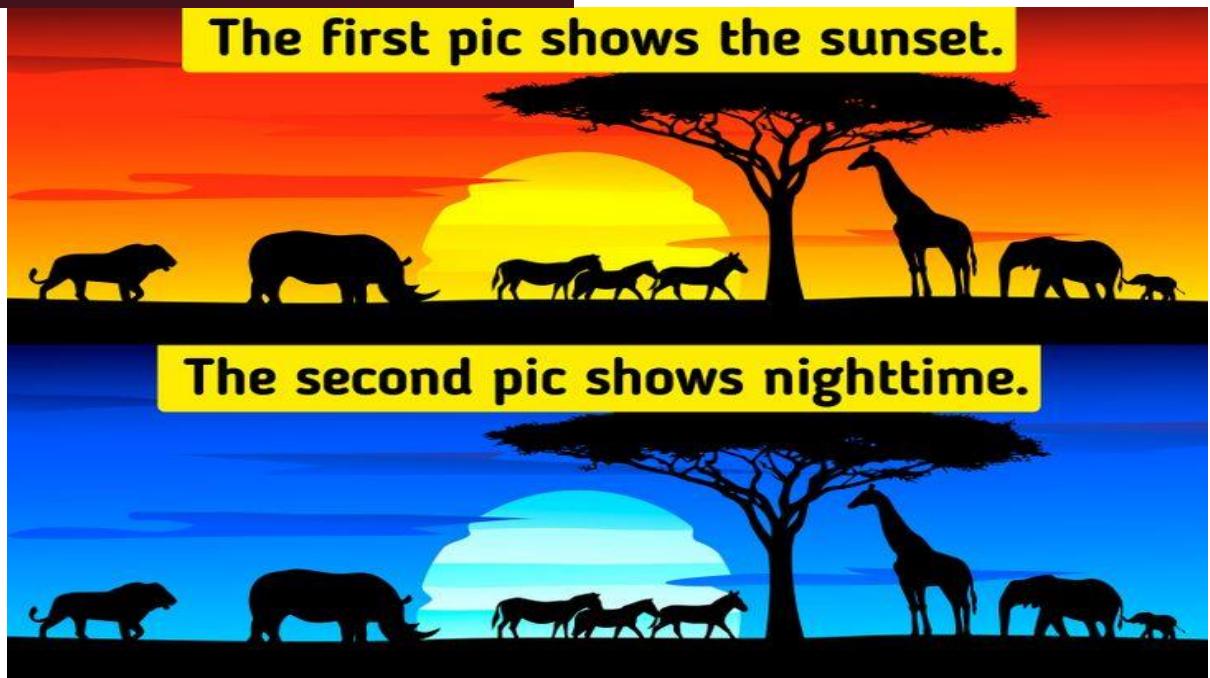


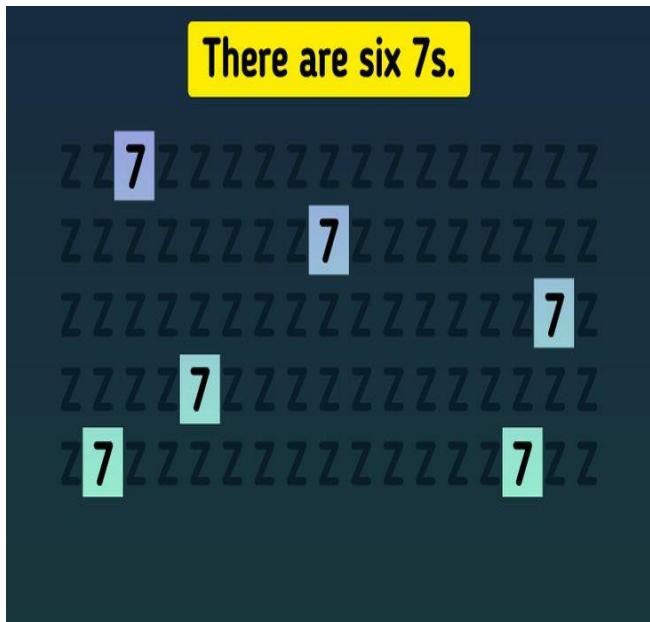
## 10. How many 7s do you see?

Z Z 7 Z Z Z Z Z Z Z Z Z Z Z Z Z Z  
Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z  
Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z  
Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z  
Z 7 Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

Check the answers to your assignments.







**Task № 5.** Watch the video and discuss meanings.



<https://study.com/academy/lesson/attention-as-part-of-cognitive-development-definition-process.html>



**Task № 8.** Independent work: "Character accentuation and methods of its normalization" preparation of a presentation on the topic.

#### Reference list:

1. Faraone, S. V., Banaschewski, T., Coghill, D., Zheng, Y., Biederman, J., Bellgrove, M. A., Wang, Y. (2021). The World Federation of ADHD International Consensus Statement: 208 evidence-based conclusions about the disorder. Neuroscience & Biobehavioral Reviews. [doi:10.1016/j.neubiorev.2021.01.022](https://doi.org/10.1016/j.neubiorev.2021.01.022)
2. <https://brightside.me/wonder-quizzes/10-images-that-will-test-your-attention-to-detail-802277/>

**Theme №5: CONCERNING THINKING. PHYSIOLOGICAL BASIS OF THINKING. TYPES OF THINKING AND IMPORTANT QUALITIES OF THE MIND**



1. About thinking.
2. Physiological basis of thinking.
3. Types of thinking.



P

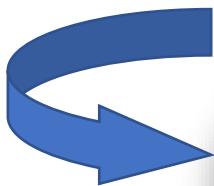
L

A

N



Time to think! What can you say about this quote?



The human brain is an incredible pattern-matching machine.

-Jeff Bezos

aRaauthor



Task № 1. Read information about thinking.

## CONCERNING THINKING. PHYSIOLOGICAL BASIS OF THINKING. TYPES OF THINKING AND IMPORTANT QUALITIES OF THE MIND

Thinking in psychology is the procedure of consciously Bring about and Controlling thoughts and ideas in the mind. Thinking is a necessary process for humans. It allows us to Resolve problems, learn new facts, understand ideas, and process our Involvement in. Thinking involves the Whole process of learning, recalling, and organizing Cognitively to understand the information better and Remember it later. Types of Thinking in Psychology. There are three main types of intelligence in psychology: Gifted, Disparate, and Illustrative.

### **Creative Thinking**

Creative thinking is the ability to Cause Advanced, Unusual, or useful ideas. You might think that only artists or writers use Gifted thinking. Actually, there are so many ways to use creative Sensible skills in business, technology, and education. Attractive much everyone uses creative thinking! Research shows that creativity and Brainpower are related to each other somehow, but there are also other elements involved in creativity. A person's Fancy, Habitat, and personality can Affect their creative thinking Capacity.

### **Divergent Thinking**

What about when we want to solve problems? When there are many possible answers to a solution, we rely on divergent thinking to help us Select the best answer, like trying to answer or solve an open-ended question. There are many things you could say in response, but you want to supply the best answer. Children playing with blocks use divergent thinking ability to Conclude what and how to build. They can build many things with the blocks, but they have to decide what to Assemble and which blocks they want to use. This is a very fundamentals example of divergent thinking! Example: Imagine you are an architect. A client hands you a list of building materials and house Design and asks you to Plan and build a home using as many of those materials and ideas as possible. There are many possibilities, but you need to figure out what kind of blueprint and style options would best suit your Customer. Talk about using some Complicated divergent thinking skills and Gifted thinking skills as well!

### **Symbolic Thinking**

Imagine going to the nearest grocery store. Can you see it in your mind? Which streets or roads will you take to get there? Symbolic thinking is the ability to create mental Rendering of objects, places, events, or people in your mind. Young children do this often when they engage in Creative play. They turn toys and playhouses into Characters of real things. A baby doll becomes a real baby in the child's mind. A stuffed dog becomes a real dog! Do you remember being able to create new worlds in your mind as you played? Babies younger than six months are unable to picture objects or people in their minds. If they can't see the object or person, it is like it doesn't exist! This is why peek-a-boo is so fun for babies. Figurative thinking is important for adults, too. Many jobs, tasks, and other types of thinking require the skill to picture an example of something in our minds.

### **Characteristics of Thinking in Psychology**

People with Powerful thinking skills tend to have several characteristics in common. An active Fancy, a creative environment, and an adventurous or Eager personality can influence our thinking abilities. Those who possess skills in a specific field and inherent motivation are also inclined to have more Informed thinking skills.

### **Expertise and Motivation**

A creative environment can help Lubricate higher thinking skills like creativity. Surrounding ourselves with people who Summon our ideas, support our thinking processes, and Advise or guide us in our creative thinking is a great way to further our thinking ability. Think of your Concepts as a garden: the right environment will provide the ideal Constraints for your thoughts to grow. Skillfulness refers to a thorough base or foundation of knowledge in a particular subject, topic, or field. It generally also refers to Considerable experience in that particular subject or field. Together, expertise and experience provide the strongest and biggest foundation for building new ideas. A Concrete foundation is the best way to build a sturdy house of knowledge. Those with Inborn motivation are internally driven to pursue the answers to problems and questions. On the other side is extrinsic motivation, Studying or working to fulfill external factors like project

deadlines or scheduled daily routines. However, those who grab into deeper thinking processes are typically motivated by more than external rewards or effects. They want to know the answer, finish the project, or solve the problem, even if there is no Outer motivation or reward.

### **Concepts and Prototypes**

There are two other attributes of thinking that are important in psychology - concept, and prototype. A concept is a mental category of the same objects, people, or events. The concept of animals is a great example. There are so many Unlike animals in the world, but we can fit them all into one mental category based on one similarity. What about the concept of dogs? There are way fewer different types of dogs than there are different kinds of animals. How about a specific breed of dog, like Dalmatians or Rottweilers? Now the concept is even smaller. What if we did away with mental concepts altogether and put everything into its category? We would need a new word for every single item in the world! Concepts help us keep things sorted and quickly retrieve information. Prototypes are representative items within each concept. They are basic mental examples of objects or people, like dogs, doctors, or police officers. We compare new information to our prototype of the person, place, or thing, so we know how to categorize the new information mentally. Examples of Thinking in Psychology. Each time that we imagine, remember, solve a problem, or daydream, we are using thinking processes. As humans, we are constantly Torpedo with information through our sensation. How does this process work? You are walking home, and you see a puppy. This information from your eyes will be sent through a particular process to the brain. Once it reaches the brain, you connect what you see to thoughts, sentiments, and memories connected with the puppy. Maybe you had a puppy just like this one as a child. The brain can connect what you are coming across right now with your past ideas and emotions, like searching through a file cabinet of old information. What about learning new information? What happens when we use divergent or critical thinking? Multiple research studies show that critical thinking ability is the best way to recognize new concepts. In one study, the researchers divided the participants into two groups. The

first group simply prepared new information they were given. The second group was encouraged to ask questions to assist them in better understanding the new material. Asking questions and trying to understand the answers is one example of critical thinking! Participants in the second group better understood the new information than group one, who had just practiced it for a while.

### **How to Develop Better Thinking Skills**

Are there ways to become a better thinker? What can we do to help us grow critical thinking or creative thinking skills?

Improving Critical Thinking. There are seven steps that can help you improve your critical thinking skills about a particular topic:

- Identify the problem

What problems do you notice? What is it that you are trying to understand?

Try to approach this question from different perspectives.

- Research

Gather data! Someone else has probably already asked this question or the very same one. Collecting data will help you on your way to finding an answer. Frequently Asked Questions about Thinking

### **TYPES OF THINKING**

Thinking - Key takeaways:

- Thinking in psychology is the way of cognitively generating and controlling idea and ideas in the mind.
- There are three main types of thinking in psychology: creative thinking, divergent thinking, and symbolic thinking.
- Creative thinking in psychology is the skill to create innovative, irregular, or utility ideas.
- When there are many viable answers to a solution, we rely on divergent thinking to help us choose the best mixture.
- Symbolic thinking is the skill of creating mental representations of objects, places, events, or people in your mind.



**Task № 2. Select the correct answer to the given questions and explain why you chose that particular answer:**

**Questions:**

- ✓ What is creative thinking?
- ✓ What is Divergent Thinking?
- ✓ What is skillfulness?
- ✓ Definition of concept and prototype?
- ✓ What is extrinsic motivation?

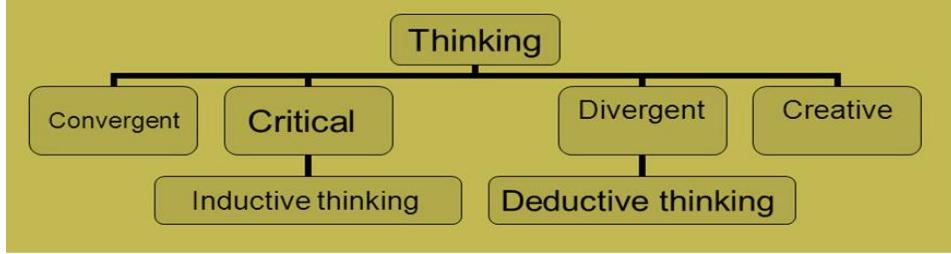
**Answers:**

- ❖ Creative thinking is the ability to Cause Advanced, Unusual, or useful ideas.
- ❖ Divergent thinking to help us Select the best answer, like trying to answer or solve an open-ended question. There are many things you could say in response, but you want to Supply the best answer.
- ❖ Prototypes are representative items within each concept. They are basic mental examples of objects or people, like dogs, doctors, or police officers.
- ❖ Extrinsic motivation, Studying or working to fulfill external factors like project deadlines or scheduled daily routines extrinsic motivation, Studying or working to fulfill external factors like project deadlines or scheduled daily routines.
- ❖ Skillfulness refers to a thorough base or foundation of knowledge in a particular subject, topic, or field. It generally also refers to Considerable experience in that particular subject or field.
- ❖ A concept is a mental category of the Same objects, people, or events.



**Task № 3. Write down what type of thought the information given below belongs to and explain its meaning.**

# Types of thinking



## Task № 4. Read the information and write the correct letters instead of the dots you missed.

Imagination a has a ..... nature, which is expressed through these.....:

- agglutination (lat. "agglutinare" - to glue, to glue) is a phenomenon of....., which consists in ..... new images of things and events by adding certain ideas to each other or using them;
- hyperbolization (Greek. "hyperbole" - exaggeration, strengthening);
- schematization means creating an image and.....;
- typification (Greek. "tupos" - a trace, a line) or typification - such as choosing commonality from important and insignificant aspects by .....with specific things.

**Omitted words:** synthetic, creating, imagination, comparison, form,



## Task № 5. Place the information about the type of thinking in this table.

Convergent thinking	Critical thinking	Divergent thinking	Creative thinking



## Task № 6. What can you say about this relationship and how important do you think this relationship is for the medical profession?

*Thinking~focusing~connecting~generating~organizing~analyzing~compliing.*



### **Task № 7. Watch the video and discuss the information.**

**WATCH THE  
VIDEO**



<https://www.youtube.com/watch?v=h6HLDV0T5Q8>



### **Task № 8. Explain the interdependence of the information given in the picture.**



### **Task № 7. Independent works:” 1. Factors influencing the formation of images. 2. Features of the development of creative thinking” preparation of a presentation on the topic.**

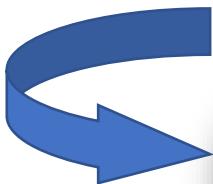
**Theme №6: COMMUNICATION AND ATTITUDE.**  
**COMMUNICATION (COMMUNICATIVE  
INTERACTIVE, PERCEPTUAL ACTION) AND  
INFLUENCE (VERBAL, PARA-EXTRALINGUISTIC,  
NONVERBAL)**



- 1. About communication.**
- 2. Types of Communication Skills**
- 3. Types of thinking.**



Time to think! What can you say about this quote?



**Communication is your ticket to success, if you pay attention and learn to do it effectively.**

Theo Gold

EVERYDAY POWER



**Task № 1. Read the text and pay attention to its meaning.**

**COMMUNICATION AND ATTITUDE. COMMUNICATION  
(COMMUNICATIVE INTERACTIVE, PERCEPTUAL ACTION) AND  
INFLUENCE (VERBAL, PARA-EXTRALINGUISTIC, NONVERBAL)**

## **1. Definition of Communication**

Generally, communication can be defined as a process of exchanging information from the person who gives the information, either through a verbal or non-verbal method, to the person who receives it. **Baker (2010:01)** defines communication as “**the act of transmitting and receiving information**”. In addition; it is defined as “**a process of passing information and understanding from one person to another**” (**Davis, 1967 cited in Singla, 2008: 236**).

This means that communication is transmitting understanding too, not only information. Based on these definitions, the main elements of communication can be distinguished: the sender, the information and feedback by the receiver. The sender is the person who sends the idea to another person or a group of people like a teacher who informs his students about the date of an exam, the information is the message or the idea being communicated and in this example, it is the date of the exam, the receiver is the person or the group of people who receives the information or the message like the students in the given example and the feedback which is the response by the receiver and it marks the execution of the communication process.

## **2. Types of Communication Skills**

Three types of communication skills have been confronted.

**VERBAL COMMUNICATION:** First, the verbal communication in which, the message or the information is communicated through words.

### **TYPES OF VERBAL COMMUNICATION:**

Verbal communication may be of two types: **Written and oral**.

**Oral communication** refers to any type of interaction between specific through the use of words. It includes both speaking and listening skills.

The sender and receiver exchange information and ideas verbally through face-to-face conversations or any technological device like telephone or video calls through social media. It takes place through face-to-face interaction, group discussions, interviews, radio, television, calls, letters, reports, notes, emails, etc.

Whereas, **written communication** refers to communication that uses a written form of language which means letters, words, and syntax to transmit meanings and ideas. It occurs through the use of papers, computers or phones.

Verbal communication takes place in a number of different situations. It can be during face-to-face conversation or by telephone. It may take place on a one-to-one basis, or in a group or lecture setting. It involves the use of words or sounds and languages.

### **ASPECTS OF VERBAL COMMUNICATION:**

Verbal communication usually involves two aspects: one person **speaking** and another **listening**. (**H. Baston, J. Hall and A. H. Enion, 2009: 12**)

That means that verbal communication may be between two persons in the same place and at the same time or between two people through a telephone call.

It can also be between one person and a group of people like between a teacher and his students during a lecture. It includes the use of words and sounds when speaking and it can be through any human language. it has two factors or two essential elements, the **speaker** and the **listener**.

### **NON-VERBAL COMMUNICATION:**

Second, non-verbal communication, where the message or the information is communicated through gestures, facial expressions and eye contact.

**“Nonverbal messages include facial expressions, eye contact or lack of eye contact, proximity, and closeness, hand gestures, and body language”**  
**(Miller, 2005 cited in Barmaki, 2014: 441).**

### **VISUAL COMMUNICATION:**

Third, visual communication is defined as “**all the ways that writers and readers interact through the look of pages and screens.**”(Hilligos, 1999:01) . In other words, it is where the message or the information, is conveyed through visualization.

Visual communication can be anything like eye contact, maps, charts, facial expressions, signals, and posters. It also includes graphics, books, animation, illustration, painting, interactive web design, advertising, and short films.

### **3. Communicative Competence**

According to Troike (2006: 100), the concept of communicative competence was adopted by many specialists. It involves the knowledge of when to speak, what to say, to whom, and how to say it appropriately in any given situation.

According to Brown (2000: 245), “Communicative competence is related to the knowledge that allows a person to communicate functionally and interactively”.

It means that forthcoming proficiency involves what allows people to communicate either to interact or for different objectives, to use the language with its different functions.

#### **Components of Communicative Competence:**

(Canal and Swain, 1980 cited in Tavakoli, 2012: 68-69) They have identified four components of communicative competence namely **grammatical, sociolinguistic, discourse and strategic competence**.

#### **Grammatical Competence:**

First, Grammatical Competence, which includes knowledge of grammar, and vocabulary, is related to speech sounds (phonetics), how words are formed (morphology), addition to the rules governing the combination of words to form sentences (syntax) and the way meanings are conveyed (semantics).

#### **Sociolinguistic Competence:**

Second, Sociolinguistic Competence, which includes knowledge of socio-cultural rules of use, is to know how to use language befittingly. According to the context, the setting, the topic and the relationships among people.

Besides, it is to know how to use language taking into deliberation cultural differences, taboos, etc; because what is correct and appropriate in one culture or society, may be incorrect and inapt to say in another.

For example, if a person asks you about your age, it is worth considering that such a question might be acceptable or even sensible in his or her culture while in yours it is not.

### **Discourse Competence:**

Third, the Discourse Competence is related to the learners' ability to produce and comprehend oral and written texts. It is the knowledge of how to assemble words and sentences to create conversations, poetry, articles, speeches, etc.

It deals with harmony by knowing how to use cohesive devices like conjunctions and adverbial phrases and also coherence between ideas in different types of texts.

For a specimen, to know the main parts of a formal letter and be able to write each one of them including its necessary elements.

### **Strategic Competence:**

The fourth component is Strategic Competence which refers to strategies to be used in case of grammatical, sociolinguistic or discourse difficulties such as the use of reference sources, paraphrasing, repetition, clarification, guessing, etc.

A speaker may be unfamiliar with or may have misconceptions about the topic being discussed and in this case, there is a need for certain strategies to overcome and repair these difficulties.

For instance, a native speaker of English with a non-native speaker, the native speaker may find difficulties in transmitting the message they want to the non-native speaker because the level of language mastery differs and here they explain and clarify each time what they say, they repeat, they even translate when necessary in order to be better understood.

## **ATTITUDES:**

### **1. Definition of Attitudes**

**Allport (1935: 810)** defines an attitude as “**A mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related**”.

It is the psychological state of the individual of viewing or perceiving something or a situation that concerns them. It can be either positive or negative.

Another definition of attitudes is provided by **Eagly and Chaiken (1993: 01)** who say that an attitude is “**a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor**”. This means an attitude is expressed by evaluating something or someone either positively or negatively.

For example, if a teacher suggests to his students a new method of doing tests, some students may have a positive attitude toward this, they will like the idea and will be eager to discover it and try it while others may have negative attitudes, they will not like the idea and they will still prefer the old one and they will not have any readiness to try it.

## **2. Importance of Attitudes**

While conducting a study about a subject, it is important to know the attitudes of the people concerned. In this study, the teachers of ICTs and the students of Master One are the participants. **Reid (2003: 33) declared, “Attitudes are important to us because they cannot be neatly separated from the study”.**

An attitude determines outcomes and helps to know to what extent can the thing succeed or fail and it also defines what our actions will be, whether to adapt the thing, technique or strategy or not; and in our case, whether collaborative conceive can be reconciled or not and to what extent it can succeed.

Coordination, according to the **Online Cambridge dictionary**, is “**The act of making all the people involved in a plan or activity work together in an organized way**”. **Thomas and Crowstone (1993: 90)** provided another definition which is “**Coordination is managing dependencies.**”

This means that if there is no interdependence, there is nothing to coordinate. In associative learning, it is essential for students to coordinate and increase their efforts to join a common goal.

Indeed, they construct knowledge through interaction. “**A collaborative situation may be defined as one in which two or more students work together to fulfill an assigned task within a particular domain of learning to achieve a joint goal**” (**Cohen, 1994, cited in Erkens et al., 2005: 466**).

According to **Erkens et al., (2005: 466)** collaborative learning encourages three main processes.

The first one consists of the **mutual activation and share of knowledge and skills** which is a process in which all the students should engage for an exchange of information and knowledge and skills.

This can be seen in group activities and displays where students share knowledge and exchange information and it is noticed that some students ask their mates rather than their teachers to better understand the given topic.

The second process is **grounding or creating a common frame of reference**, this enables the group members to understand each other for effective communication. There will probably be different insights because each member has his experiences and skills.

If students are given a task. they need to have this ground, they need to share their knowledge about the topic; otherwise, they will not collaborate to complete the task.

For example, a teacher divides the class into groups, gives each group a statement and asks them to clarify it. If the members of the group do not have common information, if they do not refer to the same ground they will not be able to collaborate and execute the task.

The third one is **negotiating and agreeing**. It is natural for everyone to have their personal conviction, beliefs and perceptions of things. In this process, students will try to attain agreement between them.

For instance, when a teacher gives students a pair work, every two students are supposed to read a given text and draw out the most important information from it, one of them may find what the second finds important not important and may be the conflicts, here they find themselves in a situation where they have to discuss this information and come to an agreement and select the appropriate information and accomplish.

Within these processes, three activities can be figured out, **Erkens et al., (2005:466)**.

First of all, focusing, where students should try to maintain the discussion by showing interest.

It is done by asking questions, suggesting ideas, etc. **Then**, checking which occurs by asking questions of resolving enables students to check whether the other group members agree or disagree with the proposals. **Finally**, argumentation in which students should ask affirmation questions, show agreement and give many examples, and this is a good strategy for argumentation to finish with a solution that satisfies everyone.

All this can be expanded in what has been said by **Erkens et al., (2005: 466)**, In earlier researched found that this coordination is realized by a complex interaction between task related strategies, cooperative intentions and communication processes during collaboration.

In the collaborative learning situation the learning results will be influenced by the type of task, the composition of the group, the complementarily in expertise of the participants, the resources and tools available, and the educational climate.

In order to achieve the common goal the collaboration partners will have to coordinate their activities and their thinking. They will have to activate their knowledge and skills and will have to establish a common frame of reference in order to be able to negotiate and communicate individual stances and inferences.

It means that to realize coordination, there should be a certain relationship between techniques used in collaborative activities, cooperation and communication during a collaborative activity.

In addition to this; for better results, there should be a successful collaboration which realizes when students share knowledge and information among them, when they share the same frame of reference, and when they negotiate, and all this is related to communication, since all these procedures are involved in it and by following each time these processes, students may promote their communication skills.

**Conclusion:** As a conclusion, this chapter has discussed the main points concerning collaborative learning and collaborative visualization. It has also provided the readers with an understanding of communication skills and their relation with collaborative visualization with a brief explanation of attitudes and their importance in conducting this work.

Besides, the theoretical side, which consists of the theory of the coordination process that includes its major principles, has been covered. This chapter contains various terms and key points that were used in this study.

### **Psychology of communication and interpersonal relations:**

Communication is a multifaceted process of the development of bonds between people arising from the needs for joint activity. The main reason why a person is called a product of social relations is that he is always in the circle of people, in the framework of interaction with them, and it indicates that communication is one of the most leading and influential activities of a person.

It refers to the exchange of thoughts, feelings, anxieties and joys that initially take place between people in human relations. As people communicate, as their experience of relationships increases, qualities such as commonality, similarity, and harmony appear between them, and they understand each other at a glance, and in some cases, the end of such communication. Trace causes the opposite reactions - a situation such as being tired of each other, having nothing left to say. Communicative activity is such a condition that the individuality, uniqueness, variety of knowledge and imagination of each person is manifested, and thus it attracts humanity for centuries. That is why the place and implicit of sciences dealing with communication, its aspect, nature, technique and strategy, and communication training (social psychological training) in society has increased dramatically.

Communication involves the exchange of information between those working in cooperation, and such information exchange is defined as the communicative aspect of communication. When people engage in communication, they turn to language as one of its most important tools. The second aspect of communication is

the conversion of not only words, but also actions of the participants in the speech process, and this is called the interactive aspect of communication. Finally, the third aspect of communication is called perceptual, which means that the participants in the relationship can perceive each other.

### **Factors of Communication:**

Thus, in the process of communication, three aspects can be conditionally indicated, i.e., **communicative (information transfer)**, **interactive (action in cooperation)** and **perceptive (mutual perception)**.

The unity of these three aspects emerges as a way of organizing collaborative activities and mutual actions of the people involved in the communication process.

**The communicative aspect of communication:** Language is a means of communication that unites people in the process of cooperative action and activity, and it ensures communication between the participants of the dialogue. A person who communicates information by concealing it according to the essence of the words chosen for this purpose has also sought out this essence, that is, revealed its meaning and changed his behavior based on this information. the person receiving this information also understands. The person who sends information to another person (the communicator) and the person who receives it (the receiver) use a single system of encoding and decoding essences to achieve the goals of relationship and joint activity, i.e. they will have to speak "one language". If the communicator and the receiver use different systems of coding, that is, if they speak in a "language" unknown to each other, then they will not be able to achieve mutual harmony and success in working together. Information exchange will be possible only if the essence of the signs used (words, gestures, etc.) is familiar to the persons participating in the dialogue. Essence is a system of word signs that have content as a part that expresses knowledge of the surrounding reality. In this case, the system of word signs constitutes the language as a means of living life, grasp and transfer of socio-historical experience. Language as a means of gathering and transmitting social experience is an exchange of ideas and information using specific sounds.

**Psychological means of communication:** When people interact with each other, one of their main goals is to influence each other, i.e. to persuade their ideas, uplift them to act, change their attitudes and make a good impression. Being able to influence people's thoughts, feelings and actions with the help of various means is called psychological influence. In psychology, three main means of psychological influence are distinguished: Verbal influence is the influence shown through words and speech. In any form of speech, a person uses all his vocabulary to find the most effective words to influence his partner.

**Paralinguistic influence:** the factors surrounding the speech that disturb the speech, strengthen it or weaken it, including high or low voice, articulation, sounds, pauses, stuttering, coughing, tongue movements, includes exclamations. **Non-verbal influence** has a "non-speech" appearance, which includes the positions of the interrogators in relation to each other in space, situations (close, distant, intimate), gestures, facial expressions, pantomimes, looks, and direct feelings of each other. , appearance, and various signals coming out of it (noise, smells) are included. All of them strengthen the communication process and help the interlocutors to get to know each other better. If the main goal of the communication process as a whole activity is to solve the common problems of the people involved in the communication, it is of great practical importance that the influence of the person who initiates the communication reaches the addressee - the person to whom the influence is directed. That's why scientists are interested in what tools the effectual of communication depends on.

According to the information of the **American scientist Mehrabyan**, at the first meeting, we believe 55% of the non-verbal signals coming from others, we are influenced by them; 38% - paralinguistic and 7% believe in the direct content of speech. That's why it is figuratively said, "**We are greeted by clothes, followed by intelligence.**" Naturally, this ratio will change in the next meetings.

Of course, the question of the role and share of paralinguistic and non-verbal means in communication depends on the age, gender, profession, and even national characteristics of the interlocutors.

For example, another **American scientist Argyle** studied the strength and retelling of gestures and hand movements in the behavior of representatives of different nationalities. It turns out that Finns fart once, Italians 80 times, French people 20 times, and Mexicans 180 times in 1 hour. So, depending on the age-old traditions, paintings, customs and emotionality of the representative of each nation, actions and actions occupy a certain place, and this, in turn, strengthens and enriches communication. The spatial location of interlocutors and time criteria are of practical importance in the communication process. For example, talking face-to-face is different from talking on the phone or yelling. The time criteria of communication is especially to arrive on time for a urbane meeting and strictly observe etiquette or, on the contrary, to disrespect the partner, to come late to the meeting, to speak from a distance, to start the conversation with chins up and politely, every second of the negotiations acquires its own meaning and content and is interpreted accordingly. The cases mentioned above are a special section in psychology that is studied by proxemics. The founder of this direction is the American **E. Hall**, who himself called proxemics "**spatial psychology**".

For example, he determined the characteristics of the spatial location of the interlocutor in relation to the partner, typical of Americans, and determined the average value of spatial adjacency depending on the different conditions and forms of communication:

- **intimate (close) distance - 0 - 45 cm;**
- **personal (personal) distance - 45 - 120 cm;**
- **social distance - 120 - 400 cm;**
- **mass distance - 400 - 750 cm.**

Each distance is suitable for specific communication situations. A specific set of connections related to time and space is called chromotropes. "Hospital ward chromotrope", "car passenger chromotrope" and others have been identified in practice.

The eye contact of the interlocutors is also very important in communication. Visual contact is the number of glances, their distance, static and dynamic exchanges

# Directed Gaze



of glances, eye contact, etc. Based on this, **Argyle** developed the "**closeness (intimacy) formula**" and proved that the level of intimacy depends on the distance between the interlocutors and eye contact. Eye glances determine the direction of the conversation by giving information about the interlocutor's readiness for communication, whether it is necessary to continue it or not.

Another important area that contains a set of impressionable characters is our face. In the scientific literature, more than 2,000 aspects of facial features have been identified. In order to systematize them in a certain order, **P. Ekman** also proposed a methodology called "**FAST**" - **Facial Affect Scoring Technique**. Professor Paul Ekman divides one hundred and three zones according to the direction of visual contact to the facial area:

**I**. Focusing the gaze on the area of the eyes and forehead - the "command" zone.

**II** - Focusing the gaze on the eyes and nose and the area before the nose – the "social, friendship" zone.

**III** - Focus on the eyes, mouth, chin and lower areas - "intimate, intimacy" zone.

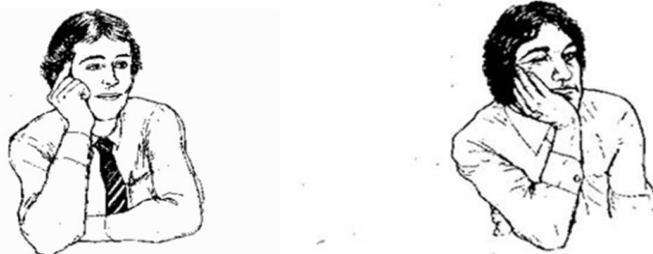
I – zone

II – zone

III – zone

**Allan Pease and Barbara Pease** are experts who have conducted long-term research in this direction. Below we quote the classification of non-verbal actions from their book "**Novyy yazyk telodvideniy**" (M., 2010):

**Figure 11.**



The position in the first picture - the palms of the hands are placed on the temples - is a sign that he is very surprised and interested in something.

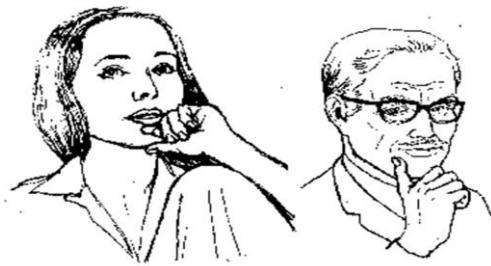
If the conversation is not interesting or he doesn't like it, he puts his hand on his face, puts his thumb on his palm, and closes his mouth with the other fingers.

**Figure 3.**



If the interlocutor is hurdling his shoulders, it means that he is indifferent to the conversation with you, it is a sign that he does not care or does not understand. If the hands are folded on the chest, this is the rigidity of the interlocutor, a symbol of protection, and closeness in communication. If the interlocutor's palms are open, this is a sign of sincerity

**Figure 12.**



If the interlocutor is touching or rubbing his chin, it means that he is trying to make a decision

**Figure 13.**

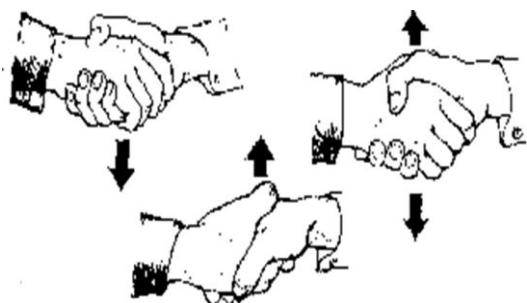


If a person touches the corner of his lips, or nose or rubs it, it is a sign that he is not confident in his opinion and is lying. If your interlocutor is constantly tapping his fingers on the table, it means that he is restless, or it is boring for him to talk with you, so he is nervous. If he is pinching his fingers, it means that he is very worried about something, he feels insecure about. The fact that the interlocutor is clenching his hands into clutch is a sign of his distress, but he wants to control this situation, his mischievousness. If the interlocutor's hands are relaxed and his palms are facing upwards, it means that he is surprised by something, worried or in difficulty. If a person walks quickly and raises his chin with his hands-free, then he is self-confident, he is determined. When a person walks, with both hands in his pockets and his head bent, that means he will be depressed, sad and depressed.

If the tips of his hands are joined together to make a "cell" shape, this is a symbol that he is thinking about something or is interested in something. If a person is sitting on the edge of a chair, this is a symbol of waiting impatiently or showing

interest in something. If a person puts his legs on top of each other and lightly swings his legs, then he is bored. If a person leans back, folds his arms and holds them around his neck, then he wants to relax and impress others.

**Figure 14.**



When shaking hands, if the hand of the side is on top, that person is matchless, if it is on the bottom, that person is submissive, if it is vertical, then it is equality. Thus, there are many secrets and specific subtleties in communication, which we perceive as normal, natural activities, all of which require us to be more knowledgeable in communication and to be more attentive to others and ourselves. does. At this point, it is worth saying that the effectiveness of the communication process also depends on the ability to listen to the interlocutor. One of the important areas of communication training is to teach people to listen actively, using all paralinguistic and non-verbal factors appropriately.

**Listening techniques include:**

### **Empathic listening**

Empathy is the ability of a person to respond emotionally to the experiences and feelings of others. There are 3 options for showing empathy: empathic affect (experiencing emotional reactions similar to those of another person through observation), perspective taking (imagining oneself in the other person's place), sympathetic affect (understanding the feelings of another person causes concern, passion, compassion).

### **Rules for empathic listening:**

- it is important to free the soul from its experiences and problems, to give up wrong thoughts about the interlocutor, to try to accept his feelings;
- when being affected by the words of the interlocutor, it is necessary to reflect on his experiences and feelings, to show that he not only correctly perceived but also understood and accepted;
- it is necessary to reflect the interlocutor's feelings without explaining his actions and hidden motives of behavior, it is not necessary to explain to him his opinion about the causes of these feelings;
- it is important to catch a pause, there is no need to scramble to additional comments and comments. In this case, according to the rule, advice, advice, criticism, and evaluation aren't given.

### **Passive listening**

Minimal interference with the speech of the person speaking means maximum attention (the skill of attentive silence). An important signal of this listening is non-verbal influence, that is, eye contact, nodding or waving. This type of listening is appropriate in the following situations:

- if the interlocutor wants to express his point of view;
- if the interlocutor is talking about his problems;
- in tenseless and tense situations;
- in a conversation with a person higher than you (for example, when your manager criticizes you);

### **Passive listening rules:**

#### **Positive reactions:**

- a) approving ("ok", "yes-yes", "what if", nodding)

- b) "echo effect" (repeating the last word of the interlocutor)
- c) "mirror" (repeating the interlocutor's last sentence by changing the order of words)
- d) "paraphrase" (conveying the interlocutor's thoughts in other words)
- e) prompt ("so...", "later?");
- f) emotions ("oh", wow, ex, so much, admire, laugh)
- g) clarifying questions ("repeat, what did you say?");

**Negative reactions:**

- a) interrupting or continuing the speaking reactions
- b) search for a logical result from the interlocutor's thoughts;
- c) "rude effect" ("stupidity", "nonsensical speech", "it's all nonsense")
- d) request again
- e) inattention to the interlocutor (the listener ignores his partner, and does not pay attention to his words).

Passive listening is mainly used in non-confrontational conversations or when there is a risk of conflict.

**Active listening**

So, the deliberation of information comes to the fore. It means to analyze the received information in the process of listening and give an immediate answer with the help of a question, or a bite. This type of listening is the most constructive in communication.

**Active listening rules:**

- a) identification, clarification ("I didn't understand", "repeat it", "what did you mean?", "can you explain?")

- b) paraphrase (repeat the interlocutor's words in his own words, "you think that...", "in other words...");
- c) reflection of emotions ("in my opinion, you... feel", "I understand that you are angry now...")
- d) encouragement ("let's go...", "next...")
- e) continuation, i.e. adding words to the interlocutor's words, finishing his words with his own words, continuing to say words
- f) evaluation ("your speech was interesting...", "I don't like it")
- g) review ("therefore, you consider that...", "your words mean that...").

The use of such methods of communication allows achieving two goals:

adequate return communication is provided,

the interlocutor is indirectly informed that he is an equal partner in front of him. The position of equal partners means that both interlocutors are responsible for every word. Each person's listening style depends on the following factors: gender, age, position, individual characteristics (character, temperament, abilities, interests, etc.), and specific situation.

**The interactive aspect of communication.** Communication emerges as a joint interpersonal action, i.e., a sum of interactions and mutual influence of people, which are formed in the course of their cooperative activities. Cooperative activities and attitudes take place in the conditions of social control, which strictly determine the joint actions and interactions of people and are carried out based on patterns of behavior accepted in society. Society creates its own system of examples that it accepts as social rules, approves of, becomes an advantage and expects to be fulfilled by everyone in a relevant situation. Their breach includes social control mechanisms (disapproval, reprimand, punishment) that ensure the correction of the behavior of those who deviate from the rule. About the existence and acceptance of the rules of any person and all other people. It is exhibited by the same reaction of those around him to his behavior, which differs from his behavior. Social rules include everything from work discipline, military duty, and patriotism to etiquette. People's reference to social rules gives them a sense of responsibility for their behavior and allows them

to correct their actions and actions by assessing whether or not they correspond to these rules. Targeting according to the rules allows a person to adapt the forms of his behavior according to the model, to choose socially acceptable ones, not to follow inappropriate forms, and to direct and manage himself in the process of communication. People make their own from the adopted rules they use their behavior as a criterion to compare it with the behavior of others.

Social control of reciprocal action processes is carried out in accordance with the repertoire of roles (in psychology, a role is defined as an example of behavior expected by others from each person tenanted to a certain social position that is acceptable from the normative point of view) that people who enter into a relationship "perform". The subject plays the role of teacher or student, doctor or patient, adult or child, leader or employee, mother or child, and so on. Any role must meet specific requirements and certain wishes of those around. As a rule, a person performs different roles in different situations of communication. For example: when a person who is a leader according to his role in the service falls ill, he takes on the role of a patient and follows all the instructions of the doctor; at the same time, in the family, he withdraws the role of the faithful son of his old mother, etc. A large number of role positions sometimes causes them to collide - role conflicts (conflicts). The cooperative behavior of people performing different roles is governed by role probabilities. Whether a person wants it or not, the people around him demand behavior that corresponds to a certain pattern. How the role is performed is subject to social control, inevitably socially evaluated, and the slightest deviation from the norm is denounced. The perceptual aspect of communication. In this aspect of communication, one person is perceived, understood, and evaluated by another person. In this aspect of communication, psychological effects are important, which allows for a deep understanding of them and the features of his psyche. Applying this knowledge in practice helps in self-development and improvement of interpersonal relations.

We will discuss some of the psychological effects below:

**Identification (exact analogy).** In this case, a person puts himself in the place of his partner in a cooperative action situation and guesses about his inner state, intentions, thoughts, and desires, which may or may not be understood. As a subject of perception, the partner's attitude towards himself is understood. In this case, instead of the perceived person, the perceiver reflects on his own desire, and the desire to understand him is manifested based on self-awareness. However, a person cannot always fully understand who he is in the process of communication, which forces him to blame others for the reasons for his actions. Causal acknowledgment is when a person explains the reasons for his actions, intentions, thoughts, and motives of behavior by attributing them to other people. Stereotyping is the public dissemination, description and evaluation of the characteristics of people and members of a social group in accordance with the currently known social patterns.

The halo effect is when a person has a positive impression of his object in the process of communication, he makes a positive assessment of the qualities unknown to the subject, or vice versa, if the object left a negative impression, he makes a negative assessment of the qualities unknown to the subject. Primary (initial) impression effect - the first minutes of communication have a great influence on the evaluation of the person's activity and how the conversation will proceed. The Pygmalion (Rosenthal) effect explains that if the people around him expect and believe in the behavior, abilities, and behavior of a person, this vision and expectation will become reality. In the projection effect, a person believes that his thoughts, immoral desires and actions belong to another person in the process of communication.

The effect of **Zeigarnik (unfinished actions)** explains that in the process of communication, unfinished actions, and conversations, are remembered more than those that have been completed. Communication constitutes the internal psychological mechanism of people's cooperative activities in society, and taking into account the need to make various production decisions not individually but together in the conditions of the current new democratic relations, people's labor productivity and means that it is an important factor ensuring its effectiveness.

**According to the content of communication, it is divided into the following types:**

**Material Communication:** Material communication means the exchange of products and objects of the subject's current needs as a means of meeting current needs.

**Cognitive Communication:** Cognitive communication refers to the mutual exchange of knowledge in the process of studying things and events, and learning information in the collaborative activity of individuals.

**Conditioned Communication:** In conditioned communication, psychological and physiological states are exchanged. For example, a doctor can cheer up a patient's depressed mood or, on the contrary, react to a crying mother and daughter by crying, etc.

**According to the purpose of communication, it is biological and social**

**Biological communication** is related to the satisfaction of natural needs such as procreation, organism development, and protection.

**Social communication** is manifested as a means of meeting social needs related to the expansion, strengthening, and improvement of communal relationships. It is direct and indirect according to the means of communication when information is exchanged using the natural organs of a living being, i.e. hands, head, body, voice - this is direct, if in the organization of communication and exchange of information if special weapons and tools are used - this communication is called indirect.

In addition to the types of communication discussed above, business and personal types are also distinguished.

**Business communication** occurs as a means of improving the quality of various joint productive activities of people.

**Personal communication** is aimed at finding out from others about a person's attitude to his psychological problems, interests, needs, his life, and what is happening around him.

Communication forms (methods). Communication is carried out in a democratic, authoritarian, liberal form and manner. In the "democratic" method, conversations, discussions, and opinions are subordinated to the spirit of mutual equality and mutual respect, and spheres of influence are hidden. Therefore, the occurrence of events and incidents by chance is evaluated, encouraged or punished in different ways

Under the influence of such fair communication, boys and girls develop friendship, cordiality, politeness, independence in their behavior and reasoning, adapting to new norms and requirements while preserving their personal views, responsibility for their activities, important qualities such as self-control proceed during times of emotional stress.

Another form of communication is called "**authoritarian**", in which interpersonal equality, free behavior, and initiative begin to lose their importance. For example, the behavior and behavior of employees are often restricted by the boss. The main method of influencing the boss is punishment. However, even when the incentive method is used, it does not provide moral nourishment to the employee. If this method is used in the family, children's feelings of closeness and love to their parents will decrease, and later this feeling will turn into an experience of alienation. Interpersonal relationships in the family do not satisfy children; as a result, character traits such as shyness, darkness, finding my inner self, anxiety, and difficulty adapting to social norms and rules emerge. For this reason, in the spiritual world of family members, high human feelings such as sympathy (liking), empathy (sympathy), sincerity, and benevolence are expressed very dimly. The educational influence based on relationships based on blind and unconditional obedience creates a timid and weak-willed person. Among the forms of communication, the "liberal" method is also noticeable. This method seems to reflect a friendly, cheerful, outwardly warm psychological climate and group compatibility in the process of communication. Unfortunately, "liberalism" and compromise lead to finding a solution to any situation, moving away from principles, and lack of evidence. For example, such a relationship of parents with their children leads to a negative result:

strong-willed qualities such as determination, independence, boldness and self-determination are removed from the children's mental world. Under the influence of compromise, crimes such as mockery, hypocrisy, and compromise may appear in the character of the young generation.

### **Manipulation in communication**

Manipulation in the communication process influences the interlocutor and assures him of his opinion against his will. In this case, the one-sided advantage is achieved.

**Picture 7.**



**Forms of manipulation:** positive, negative, direct, indirect.

#### **Universal expressions of manipulation:**

I didn't expect that from you....

I wouldn't do it if I were you. I believe you can do it. Your skills will help you.

I trust you....

You can quickly understand where to be!

I was warned that this group/student...

I assure you that...., To be honest...

Do not answer, your eyes are exposing you Presence of the following phrases in the speech: if..., than

it follows that because at the same time...

Flattery and praise

References from influential people: ... as noted, ... as said (name of scientist, thinker, authority person)

I repeat ...

I know what you think about me...



### **Task № 2. Answer the questions:**

1. What is communication?
2. What are the types of communicative skills?
3. What are the factors that influence communication?
4. What is the manipulation of communication?
5. Definition of attitude.
6. What is the importance of attitude?
7. What is active and passive listening?



### **Task № 3. Write specific aspects of emotions and feelings in this table.**

emotion	
	• _____

feeling	
	• _____



**Task № 4.** Discuss the topic of emotions that affect the human body.  
Divide into two groups and express your opinion.



**Task № 5.** Watch both videos. Discuss the topic of each video.

**WATCH THE  
VIDEO**



<https://youtu.be/RkebtEk2zU0>  
and <https://youtu.be/sjdxUiAJ0UQ>



**Task № 6.** Independent work: “Management psychology” preparation  
of a presentation on the topic.

**Reference list:**

<https://wikimemoires.net/2022/03/types-of-communication-skills-and-attitudes/>

## PART 2.

**Theme №7: TEAMS AND GROUPS.  
SUBCLASSIFICATION. MUTUAL COMPATIBILITY AND  
PSYCHOLOGICAL ENVIRONMENT IN THE GROUP.**

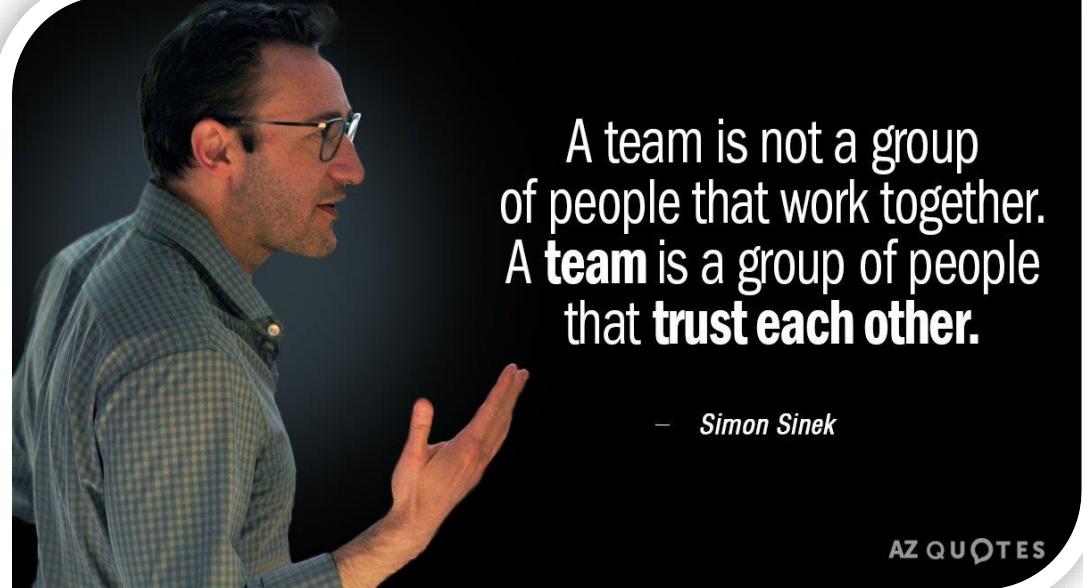


1. Definitions of group and team
2. Comparison between group and team
3. Group vs Teams. Which one is more relevant?



Time to think! What can you say about this quote?





### Task № 1. Read the information on the given theme.

Currently, the group or team concept is accepted by the organization, to accomplish various client projects. When two or more individuals are classed together either by the organization or out of advantages, it is known as a **group**. On the other hand, a **team** is the gathering of people, who are connected to achieve a common objective.

Most of the work in a business entity is performed in groups. Even though the individual personality of an employee is significant, their effectiveness depends on the teams in which they are working together to achieve any objective. In a particular team, there can be several groups in which the group memberships individually aid their leader to accomplish the goals. Below you can see the difference between a group and a team in an organization, described in tabular form.



## **Definition of Group**

A group is a collection of persons who work, interact and cooperate in achieving a common purpose in a specified time. The identity of the group members is taken individually. The members share info and resources with other group members.

In an organization, the groups are made on the foundation of common interests, beliefs, experience in general fields and principles, so that they can easily coordinate with each other. There are two types of groups:

- **Formal Group:** These groups are created by the management of the organization to perform a specific task.
- **Informal Group:** The formation of these groups is done naturally in an organization, to satisfy the social or psychological human needs.

**For example:** Ethnic groups, trade unions, friendship circles, airline flight squads, etc.

## **Definition of Team**

A group of people who are united to achieve a common goal within a stipulated period, and having collective accountability is known as the team. The agenda of the team is “one for all and all for one”. Apart from sharing data, the team members also share the obligation of the team task. The team is always responsible for the outcome (i.e. Result of the collective efforts of the team members).

The team members have a mutual understanding with other members. They work jointly to maximize their strengths and minimize their weaknesses by complementing each other. The most important feature of a team is “collaboration” i.e. the team can achieve much more as the members can achieve individually. The three key features of team functioning are:

- Cohesion
- Confrontation
- Collaboration. **For example:** A cricket team, a team for accomplishing a project, a team of doctors, a management team, etc.

### **"Boomerang" technology**

"Boomerang" technology consists of several stages, information on the topic is divided into small parts and distributed to students in the formed group. Students who have studied the information will tell the information. Then a new group is formed from the students of the group.



**Task № 2. Read the information and Work on the given information using the Boomerang technology.**

### **Community and group psychology**

At the same time, the individual is influenced by different social groups, and in a certain period, the influence of one social group on the individual is more significant and significant, and that of the other is a little less. For example, it is natural that the influence of the group of students at school is stronger than that of the circle of friends in the neighborhood, and the influence of the new family environment is stronger than that of the student group. But as we are constantly influenced by certain groups at every single moment, what is the group itself?

A group is an association of people gathered on the basis of certain social activity goals, whose communication needs are met, and there are two main criteria, namely, the sharing of an activity (communication, play, study, work) and there is an opportunity for human interaction.

A reference group is a group of people who are ideal people for each individual, who is ready to follow their intentions, interests, norms of action, ideas

and thoughts, takes a model from their actions, and imitates them. There are several types of reference groups:

1. Normative groups are for a person a group of people whose norms he approves and is always ready to follow. First of all, family, religious or national associations, and professional groups can be included in such groups. For example, for the Uzbek people, as soon as they sit down at the table, it is a norm for the hosts to say "Welcome" to their guests, and this is the norm in every family. In this case, the role of a referent for a child is played by parents, adults, and people who respect the activities in the neighborhood.
2. Comparison groups are such a group that a person does not need to enter that group, its approval, but is based on it and corrects his actions. For example, there may be young people in a group of students with whom a person does not communicate at all, and does not support their thoughts or views, but this group does not want to be like them and mobilizes itself to work harder on itself. or students will receive a differential scholarship according to the results of the session. For the average learning student

He reassures himself by referring to the amount of scholarship received by "all students", and the excellent one compares him not only with ordinary, average students but also with those who receive state scholarships. The higher the indicators, the higher the corresponding claim, and the more comparison groups the individual has.

3. Negative groups - such that a person deliberately refrains from their behavior, because they are different from personal views. For example, if two neighbors do not agree with each other, even when whitewashing their walls, the color chosen by one of them is not chosen by the other. One of them says "white", the other - on the contrary, says "black".

Types of groups are as follows: According to the criterion of the level of cooperation, groups are divided into primary and secondary types:

1. In the primary group, interpersonal interaction takes place "face-to-face, directly". For example, those sitting in the family circle, in the classroom and the accountant's, room are examples of the primary group.
2. In a secondary group, people do not always have opportunities for direct communication. The relationship and interaction between them is indirect. For example, communication through systems in a large organization, unionized people, and party membership are examples of a secondary group. They also have something in common, for example, if we take the party, whether they are in Tashkent or Samarkand, they still unite around a common idea, pay their membership fees on time, and support each other in pre-election campaigns. - they support.
3. Relations in a formal group are defined by a system of formal norms and rights and duties, for example, a group that provides relations between the head and employees in the group is formal.
4. Informal is a group that provides internal, direct psychological relations. For example, a group of friends, or a group of relatives.

Different groups perform several functions in human life:

- a) socializing function;
- b) instrumental, that is, an environment that allows the implementation of concrete labor functions;
- c) expressive - ensuring that people gain recognition, respect, and trust from others;
- d) support, that is, the function of uniting people in difficult times, when problems arise.

Group sizes and its system. Groups are divided into large and small groups according to the number of people in them, and in psychology, more small groups are studied. The issue of how many people will form it, and how many people will be more effective in their cooperative activity is of practical importance. While most scientists quantitatively recognize two people - a dyad - as the starting point of a group, according to the Polish scientist Jan Szepansky, at least three people - a triad begin. Although Yan Shepansky did not agree with this, in any case, the dyad was

recognized as a unique association. For example, people starting a new family and living together, lovers, and two friends are a special small group. The characteristic of any small group is that its members have the opportunity to communicate directly with each other, to be "face-to-face", and for each person in this group is very important, to follow its norms. zi reluctantly obeys. So, the initial number of a small group of scientists (J. Moreno) is 2-3 people, and agreed that the upper limit should be 30-40 people.

Each group has its own psychological system, the elements of which are considered relatively stable and coordinate the behavior of group members. One of the elements that make up the psychological system of the group is the purpose of the group. Group purpose is a psychological element that organizes and unites people around teamwork. For example, the goal of all students is to study, gain professional qualifications and become a specialist.

One of the next elements is the degree of autonomy of the group, which is also a factor of some importance, because even if each member is united by a common goal, each of them has his own duties and responsibilities, and from this point of view, each a person uses his own capabilities and causes interactions. Factors affecting the psychological system of the group include factors that differ from the point of view of sex, age, education and qualification, and factors that create harmony.

The organization of the group is also a dynamic indicator, and each group differs from the others under its influence. For example, the fact that the work done by people in cooperation is interesting and beneficial for everyone, the acceptance of group norms by the members, and the compatibility of ideas in imagining the value system are the criteria of organization.

The system of the group also depends on whether it is big or small. For example, relationships in a group of 5-10 people are considered to be better, more harmonious, and more effective, and such groups have favorable conditions for informal communication, and there is no vice of "groupism" in them. As the size of the group increases, formality and formal superficial relations increase. it is reflected

in human relations between people. Psychological compatibility in groups. The life of a group and the well-being of its members largely depend on their ability to work cooperatively and positively relate to each other, and this phenomenon is explained in psychology by the concept of psychological compatibility. Psychological compatibility does not mean the exactness of the qualities and views of the group members, but the compatibility of some of their qualities, and the difference of others, if necessary. As a criterion of compatibility, N. Obozov distinguishes the following:

- a) activity results;
- b) energy spent by members;
- d) job satisfaction.

Two types of compatibility are distinguished: psychophysiological and social-psychological. Psychophysiological compatibility refers to people's ability to act in the same and appropriate way, compatibility of reactions, work rhythm and tempo, while social-psychological compatibility refers to compatibility in social behavior - unity of values, needs and interests, similarity of views, unity of directions. is caught. If the first type of compatibility is more effective in the employees of industrial enterprises working in the conveyor method, it is not possible and cannot be in the case of university teachers, and creative professionals, for whom the importance of greater socio-psychological compatibility is greater.

Research has shown that psychological compatibility can have many facets. It should not be forgotten that whatever activity and its goal unites people, the presence of harmony in the desire to perceive and realize that goal together has great educational value. The psychological environment in the group and its study. "Spiritual environment", and "psychological environment" in the group are connected with the quality of the work in the group, and the effectiveness of the activity. The socio-psychological environment means the emotional-intellectual state of the members of that group, which consists of thoughts, feelings, outlook, assumptions, and mutual relations.

The main factor here is the mutual relations of the members, which can be in the form of human emotional feelings based on work, with the goals and content of the activity, and directly on liking or not liking each other. In the course of professional activity, the natural first-type relationships take precedence, while the character of the second comes from the first, and the atmosphere in the circle of friends, on the contrary, relies on direct sympathies. In social psychology, much attention is paid to the experimental study of the psychological environment. One of the most common methods of its study is sociometry (sociometry is a technique aimed at measuring interpersonal relations in a group, whose founder is the American scientist John Moreno). Theoretical sociometry, according to its author, is based on the idea that one of the ways to solve all conflicts and problems in society is to study relationships between people and, accordingly, to implement changes in society. Surveys are conducted and its results are taken into account in organizational processes. The issue of interaction in group decision-making. People like or dislike each other in a group often happen in the process of making different decisions, and making group decisions is not fundamentally different from the process of making individual decisions. In both, a problem is first identified, data is collected, several proposals are made, and finally, the most favorable one is accepted. However, in a group, this process is a little different, and conflicts are often related to this process.

According to the American psychologist T. Mitchell, interaction occurs in group conditions through the following factors:

- 1) some members tend to talk more than others;
- 2) persons with a higher position put pressure on others in the process of making decisions;
- 3) a lot of time in the group is spent on preventing disagreements; cases of deviating from the main goal and making decisions inconsistent with the goal are observed under the influence of some people in the group;
- 4) all members are given conformity without realizing it and fall under the influence of the group. That is why sometimes the chairman of the meeting announces the agenda, but he can get distracted from it and make inappropriate

decisions. However, the biggest positive aspect of group decision-making is that many ideas are generated and discussed. These thoughts create the conditions that eventually lead to an original new thought that is slightly different from the individual thoughts. Therefore, the art of leadership is to be able to reach the best decision in the end, relying on the opinion of the majority. But the negative side is that the process of group discussion and decision-making may cause indifference ("What do they say to me?") and lack of initiative ("What have I done by talking?") in some members. can do. This happens due to the fault of the leader in the conditions where certain people's opinion is always supported, and special attention and privileges are given to certain people in that environment.

Conformism. Conformism is a phenomenon that explains the individual's submission to the influence of a group or majority. A pure experiment in conformism was conducted by Solomon Ash in 1956. He selected 7 students and stuck two pieces of paper on the board in front of them. In one of them, one vertical straight line is taken as a standard, and in the other, it is drawn from 3 vertical lines of different lengths. It was necessary to say which of those three is equal to the standard. The fact is that only one of the 7 students was a real examinee, and the rest were deliberately invited. There were 6 such groups. The people who were intentionally included in the first three groups answered correctly, so the "simple" student still agreed with them. In the remaining 3 groups, the students who were included on purpose unanimously approved the incorrect answer. Even though they were giving incorrect answers about what they were seeing, 37% of the "naive" students still agreed with the wrong answer. At the end of the experiment, the "naives" were asked "Why did you answer that way?" when asked, they said that they knew the right answer, but they agreed with the wrong answer in order not to be separated from the group. Thus, such a phenomenon, which often occurs in ordinary life, proves that the person does not have his own point of view, but that there is a fear of following the norms of behavior accepted by the majority in the human psyche, of being afraid of being separated from one's own person. The opposite of the phenomenon of conformism

Size of the influencing group. The larger the number of people in the group, the more conformist mood is observed in some individuals. This indicator increases sharply when the number of members reaches 5, and gradually increases after reaching 8. These things were noted in the observations of the American scientist Gerard (Oegaga, 1986). Milgram also demonstrated a very interesting experiment in this regard in front of people. 5 people were standing at one of the windows of the six-story building and were staring at it. The watchers were keeping track of the number of random people joining the ranks of the fake "watchers". When there were 5 people, the number of interested people joined was 16%, and when their number reached 15 people, this indicator increased to 40%. Remembering events that happen in crowded places, we can remember that we witnessed such events.

The presence of any objector. In situations similar to Ash's aforementioned experiments, getting at least one of the people who were deliberately left out to be on the side of a simple test would give him confidence. That is, the presence of one self-confident objector among many is a factor that strengthens non-conformism.

Public speaking or secrecy of opinion. If, in the above cases, a person had been allowed to hide his point of view and give it in writing, he would not have succumbed to the pressure of the majority. So, the art of being able to say a bold idea in the crowd is one of the ways to sway the audience to your side. That is why people who preach in public can often influence the opinions of others.

In general, experiments and life observations show that one person is influenced by other people. But in fact, we respect people who have their own independent opinions and can always defend their point of view. Such individuals stand out from the crowd, and science has the phenomenon of leadership to explain this phenomenon. A phenomenon of social influence. When it comes to the influence of the group on the psyche of each individual, there are special phenomena in social psychology that explain these things. For example, imagine this situation: You are in the company of someone. They don't bother you, they don't compete with you, they don't praise you, on the contrary, they don't punish you, they are even indifferent to you, but at the same time you are together in the same space and time. How does

being around such people affect you? "How can they affect me if they have nothing to do with me?" do not rush to object. The point is that the fact that there is a person in front of us at the same time does not matter, has a certain effect on us.

In social psychology, the phenomenon of being able to influence someone overtly or covertly is explained by the phenomena of facilitation and inhibition. Facilitation is derived from the English word "facilitate", which means "to ease". In other words, the American psychologist Allport (1920) introduced this term to science in order to explain the increase in personal activity, ease of work, and increase in efficiency due to the presence of others. But the experiments confirming this idea began at the end of the 19th century. For example, Norman Triplett (1898) was interested in the process of a bicycle race, and it was proved that the speed increase of the racers depends not so much on the fact that they imagine the stopwatch, but on the fact that they imagine each other and the audience. That is, in his experiments, the speed of racers increased by 20% in places where there were a lot of spectators compared to places where there were few or no spectators. Later, dozens of studies conducted in the fields of education, healthcare, sports, and purely scientific psychology proved the existence of the phenomenon of facilitation and its positive effect on personal activity. In fact, instead of studying alone, sometimes we feel that good, unique thoughts come to our mind when we study with a favorite classmate or friend or when we discuss a topic in a group setting. It seems that our thinking processes are speeding up. This situation has been proven in many pedagogical observations.

But another group of studies has proven that the presence of others does not always have a positive effect on work efficiency. Inhibition is a negative influence on the effectiveness of personal activity due to the presence of others, for example, the interference of other people in memorizing meaningless words, solving labyrinthine problems, performing complex arithmetical examples related to multiplication, and it is understood that their presence only has an inhibitory negative effect on the thinking process. So, this also shows the complexity of social and psychological factors.

Another social psychologist, Robert Zayens, used a simple principle in experimental psychology to explain the contrast between these two phenomena: arousal enhances a dominant response. That is, by transferring this reality to social life, is the reason for facilitation of being able to take initiative in human relations or to be inspired by simple successes achieved, the author explained. So, if a person is given the initiative in a collaborative working environment, he will be inspired by the presence of others and will start working with great enthusiasm. To explain with a simple example, if you are solving a crossword or a scanword, you will be inspired by the fact that you have found the solution to a simple puzzle, and you will feel that many solutions come to your mind that you cannot say or remember at the other time without knowing it. But if you get too happy and excited like that, the effectiveness of your work will immediately begin to decrease. In the same way, the preacher who appears in front of a large audience is encouraged by the fact that people are listening to him and greet him with friendly faces, and reads his sermon cheerfully, if he feels that new ideas are coming, if for some reason tension arises in the temple, or if someone a bit can significantly interfere with him, and he can't even read the writing on the paper. So, the fact of the presence of others is directly related to the attitude of the people in that environment to us and our ability to take the initiative inspired by this attitude.

Leadership qualities of a person. In each group there are individuals who become a source of conformity or influence in other individuals. Their thoughts and actions seem to be exemplary for others, and they try not to lose their position in the life of that group in order to maintain this influence. The concept of "Leader" is used in psychology to describe such individuals. So, the leader is such a member of the group that he is at the head of all group processes and can influence others with his behavior. In Western psychology, the concept of leader is used to describe the head of a group, whether formal or informal. But in fact, in our country, the person who coordinates the official relations in the group exercises his authority in front of other organizations and groups of people, gives work and supervises the work is called a leader. The leader is such a person that he is a high-ranking person who has gained

prestige in daily communication and dealing processes due to some positive and strong qualities. He is he does not claim to be a leader, but because his behavior is acceptable to many people, people can choose him in elections or, when they choose a substitute for leadership, they can nominate him.

A group can usually have one leader or several leaders, depending on its size and whether it is big or small. One is to be a hard-working leader because he understands the goals of work or study activities in the team more clearly than anyone else, another is an intellectual leader who teaches everyone to reason when making decisions and solving responsible tasks, and another is to see people's moods in different situations. A caregiver can be an emotional leader who is adept at supporting them spiritually. The existence of one or another leader depends on the real situations in that group, and the goals of group activity. Leadership theories and their working methods. Every manager or leader has his own work methods and views on labor organization. There are many views on this issue in the scientific literature. We want to dwell on a theory that is widely spread abroad and has caused a lot of commotion. These are McGregor's theories of X and Igreek. The essence of the theory refers to the concept of one or another leader influencing people and organizing their work. Theory X is based on not believing in human nature and emphasizing its indifference. The essence of the theory is that a person is lazy and uninitiated by nature, and if he is left to himself, he cannot do anything useful.

Contrary to it, Igrek's theory advocates initiative and a tendency to work independently, activeness in a person. Any leader who supports this idea gives people freedom, does not threaten to punish them, and refrains from strict control. Developing McGregor's theory, another scientist, Oushi (1981), put forward the Zet theory, which explains the leader's attitude towards people. According to him, people have a passion for active work. But if their activity is not effectively managed, the result will not be good anyway. Therefore, a leader should be able to encourage people to work together, to give them confidence, and to teach them to work as a team.

So, views on different styles of leadership appeared under the influence of theories:

Authoritarian leader. Sometimes this style is called "autocratic". Because such a leader can always subjugate many people to his will. All responsible decisions are made only by him, and he personally monitors their implementation, and if necessary, severely punishes employees. People will move away from such a leader more and more. Democratic leader. He collects opinions from group members. It creates all the conditions for them to show initiative. A democratic leader puts a general issue before the group and defines the concept of the work, but the members of the group must decide how to implement the work. A liberal type of leader. Such a person assigns all responsibility to the group, they play the role of coordinator while doing the work, but the cases of correcting the decisions made and rejecting them are very rare. Many studies have been conducted on which management style is effective. The general result is that which method is more effective depends on the group's work experience, situation, age and even gender. For example, women leaders use a more democratic style of management, for them interpersonal relations in the team and the sincere attitude of the members to it are of great importance. But most women prefer to work under an authoritarian male leader.

American researcher Linda Jewell in her book "Industrial-organizational psychology" (2001) described her unique approach to leadership. He tries to explain the interpretation of this problem in our conditions, that is, in the conditions where there are no open fields for showing bravery and courage, the characteristics of the manifestation of leadership qualities. In his opinion, the effectiveness of modern production is primarily due to increasing the role of employees and, on the contrary, lowering, or more precisely, reducing the role of leaders. Only then it is possible to reduce redundant links in leadership. The task of the leader, that is, the Americans imagine the leader within the framework of the phenomenon of the leader, is to define the ways of effective functioning of the group.

One of the important concepts in this textbook is the concept of "super leader". Who is a super leader and when does an ordinary leader become a super leader?

According to American researchers Mans and Sims, the best leader is a "super leader". This is a person who can turn most of his employees into leaders, first of all, leaders for themselves. These are the fundamental conditions for the above-mentioned goal.

I - being a leader for oneself, that is, one's own independent person, individual through personal goals and tasks, self-observation, self-motivation, imaginative rehearsals and cognitive analysis. to realize that he has exemplary qualities for others;

II - being able to demonstrate the advantages of the above-mentioned qualities to others and convince them of their advantages;

III - creating conditions for employees to show initiative and self-confidence;

IV - encouraging employees with independent abilities, giving only constructive reprimands if necessary;

V - organizing social activities based on self-management and refraining from interfering in affairs.

So, effective management is the most demonstrative form of social influence. In this sense, leadership is defined as a set of qualities that can be seen in the effect that a person can give to himself first, and then to others.



### **Task № 3. Answer the questions**

1. What is the most important difference between a team and a group?
2. What is the relevance of a team?
4. What is the relevance of individuals in team performances?
5. What is the relevance of team diversity?
6. What is a reference group and what are its types?
7. What types of groups do you know?
8. What is meant by psychological compatibility and what is it like

Are there criteria?

9. What is meant by psychological environment?

10. How is the sociometric method used?



**Task № 4. Comment on the points given below.**

- 1. Explain the group and its requirements.**
- 2. Explain conformism and its causes and consequences.**
- 3. Explain the phenomenon of facilitation and inhibition.**
- 4. Explain leadership and its theories and methods.**
- 5. Explain the steps a leader takes to become a superleader.**



**Task № 6. Watch the video and explain the meaning.**

**WATCH THE  
VIDEO**



<https://study.com/academy/lesson/the-difference-between-groups-and-teams-definition-contrasts.html>



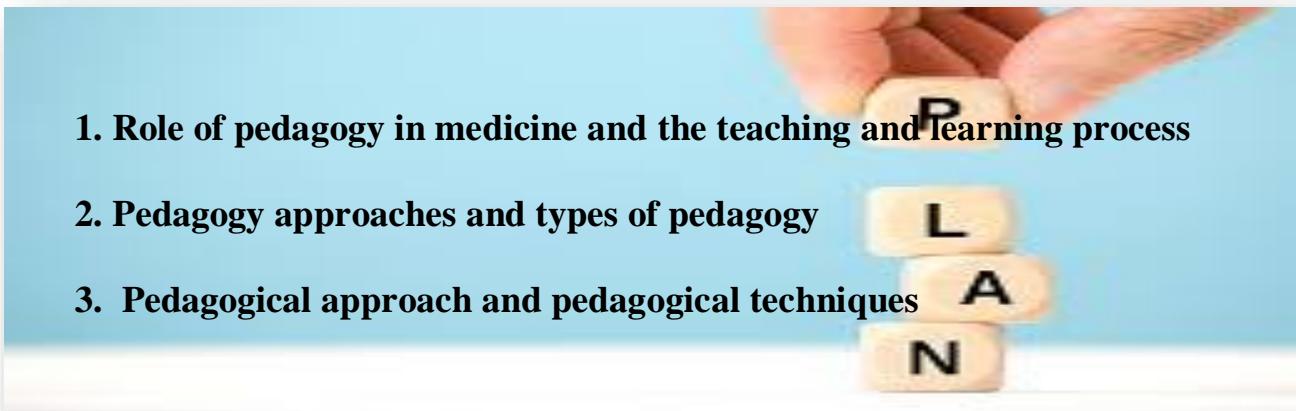
**Task № 7. Independent works: “1. Health: psychological approach and criteria. 2. Necessary psychological and pedagogical factors that ensure health” preparation of a presentation on the topic.**

**Reference:**

<https://keydifferences.com/difference-between-group-and-team.html>

**Theme №8: THE ROLE AND THE IMPORTANCE OF PEDAGOGICAL KNOWLEDGE IN MEDICINE. THE OBJECT, THE SUBJECT AND THE GOALS OF**





Time to think! What can you say about this quote?



**A doctor has three weapons: a word, plants, knife**

~ Avicenna ~



**Task № 1. Read the given questions and answers, find relevance to the topic and conclude.**

What is the role of pedagogy in the teaching and learning process?

The main goal of pedagogy is to build on preceding learning of the students and work on the improvement of skills and attitudes of the learners. Pedagogy

enables the students to get a detailed understanding of the subject and aids them in applying those learning in their steady lives outside of the classroom.

### **Beginning Of Pedagogy**

During an ancient period in Greece, the role of the teacher was first introduced, and teaching was measured as an art form. Attending school and getting knowledge was something that only the richest could afford for their children. The role of the teacher or an educator was considered the most important one in the learning method as they gave priceless knowledge and wisdom to the kids.

Though, the educators weren't the first pedagogues. The wealthy individuals of the area used slaves to take their children to school. They were considered as the practiced and wise who told knowledge to the children they were taking to school. This is how the word pedagogue was formed. It is selected as the 'leader of children'. They guide the students educationally as well as morally.

### **What Is Pedagogy?**

Pedagogy is a process of teaching in which teachers teach, both in theory and in practice. Pedagogy is shaped by educator's teaching beliefs and involves their understanding of culture and different learning styles. It is important for students to have expressive classroom relationships in order to build on previous to build on former learning.

Pedagogy refers to the way of teaching students, whether it is the theory or training of educating. It is a link between the culture and techniques of learning. The main aim of pedagogy is to build on the previous learning of the students and work on the progress of skills and attitudes of the learners. Pedagogy permits the students to get a complete understanding of the subject and helps them in applying that learning in their daily lives outdoor of the classroom.



#### **Task № 2. Read the given information and describe its content.**

The subject, essence of the science of pedagogy and its place in medicine. The thinking of people who are building a great country in the future should be imbued with the feeling of living on fire, striving to restore new economic relations and

develop material goods. Educating a person full of such positive emotions is the main task of pedagogical schools, educational institutions, lyceums, gymnasiums, colleges, institutes and universities. As the great scholar A. Avloni said: "Education is a matter of life, or death, or salvation, or destruction, or happiness, or disaster for us." In fact, the role of education is extremely important in achieving happiness and pure human activity in human life. It is known that the work we do is a positive result for each of us if we can form the spirit of loyalty to our national customs, traditions, and love for our indelible heritage, which are dear to us in educating young people. For this, first of all, we need to inculcate concepts such as national pride, national consciousness, national idea, spirituality, and high culture into the minds of young people. Because it is impossible to imagine the future and achieve future dreams and hopes without knowing and studying history, and without getting mental and spiritual nourishment from it.

It is known that each independent science has its own subject and methodological foundations. In particular, the science of pedagogy, which is developing as an independent science based on the demands and needs of society, has its own subject. Therefore, since the subject of pedagogy is a science that equips people, young people, and specialists with modern laws, content, methods, and tools of teaching, its methodological foundations, goals and tasks are the material world of the world. The perfection of personality in spiritual development comes from the laws of harmony and the state's modern policy. In the world community, the organization and coordination of the activities of the subjects of the educational process leads to the identification of guidelines for improving the management of the quality of education, coordination and implementation based on competency approaches, and the implementation of pedagogical technologies in the educational process. The main issue of pedagogy is education. The broad meaning of education is related to education, development, and education, and it is aimed at bringing a mature person to adulthood.

The purposes of pedagogical science are:

- Solving the overall problems of bringing a perfect person to adulthood in our republic;
- continuous improvement of educational efficiency and world requirements
- creative approach to the issues of bringing to the level;
- creating an opportunity to shape the content of education and national ideology, taking into account the foundations of universal human value and national culture;
- pedagogy - advanced study of educational rules and laws solving the problems of how to train future teachers by studying in depth the issues of public education management and leadership;
- the content, purpose, tasks, principles, methods and means of pedagogy and educational effects necessary for every person should have a new basis;
- commitment to common values;
- strengthening and developing the spiritual heritage of our people;
- free expression of one's capabilities;
- Patriotism.

From the point of view of the pedagogical aspect of this knowledge, from the point of view of the professional training of a medical pedagogue specialist, the graduate adapts the didactic material in the field of medicine to the process of teaching the population, organizes the medical education and training process, coordinates it, sets didactic goals, and solves professional issues. will come. The purpose of teaching this course in medical universities is to form psychological and pedagogical professional competence of future doctors, to teach students to follow the principles of humanitarianism in their future medical activities, and to improve personal, general and special competence aspects. Scientists distinguish three main functions (tasks) of pedagogy as tasks of pedagogy in medical education. These are:

- analytical task;

- task of theoretical research, description, generalization, and interpretation of pedagogical experience;
- forecasting (forecasting) - effective management of educational policy of state higher education institutions, and departments, development of prospective and goal-oriented scientific foundations of teaching;
- design, constructive - creation of new pedagogical technologies, bases of innovative activities, implementation of the results of pedagogical research.

In the process of studying pedagogy, the future doctor-student should be ready to perform the following tasks:

- acquiring and mastering pedagogical (based on educational, educational, and humanitarian principles) knowledge in medical activities;
- acquiring pedagogical knowledge, skills, and qualifications, improving general pedagogical culture;
- Teacher should understand the importance of pedagogical knowledge, which will be necessary for the development of his abilities in future medical activities, and his role in increasing his professional potential.

Pedagogy serves to organize the activity of the future doctor on a scientific basis. The personal and professional development of a highly educated doctor, and the culture of medical activity is based on his pedagogical knowledge.

The development of pedagogy in medical education in our republic and the CIS countries dates back to the 70s of the 20th century. Doctors-pedagogues who made a great contribution to its development: M.Ya. Mudrov, N.I. Pirogov, I.M. Sechenov, S.P. Botkin, I.P. Pavlov, V.M. Bekhterev, P.B. Gannushkin, A.V. Vishnevsky, A.N. Bakulev, A. Abdullayev, S. Kamarov and others. In general, the science of pedagogy has developed based on the needs of theoretical understanding, generalization and implementation of accumulated experiences in the field of upbringing and education at various stages of society. Pedagogy (Greek: "paidagogike", i.e. "peis" - child and "agogein" - to lead) is a science that studies the

general laws of social education, the essence and problems of educating the young generation in accordance with a single social goal in a particular society. Pedagogy is a science of humanities and requires interaction in the form of "man-society", "society-man". Therefore, a doctor in the field of medicine should be familiar with human psychology and the structure of social relations while entering into cooperation relations.

Cooperation in clinical departments is organized in the following triad, that is, doctor-pedagogue (1) - student-future doctor (2) - patient (3). Pedagogy plays an important role in the future doctor's introduction to the "subject-subject" relationship, because the professional competence of the doctor, and his humanity is realized on the basis of pedagogical teachings. Medical pedagogy is the correct organization of the activity of a future doctor, determining its purpose, content, and tasks, based on the requirements specified in the state educational standards. The organization of this process, and its management is a science that studies the purposeful activity that ensures a guaranteed result. Didactics and the theory of education are important components of the science, since the science of pedagogy focuses on two important aspects of personality development - education and training. The goal of teaching pedagogy in medicine is to form psychological and pedagogical professional competence in future doctors, to teach students to follow humanitarian principles in their future medical activities, and to develop personal, general and special competence aspects.

The methodological basis of pedagogy is a thorough understanding of the education and training systems at the stages of development of the society, their laws, the ideas of encyclopedic thinkers, enlighteners and doctors-pedagogues on education and enlightenment, and their development. is a learning science. Therefore, the issue of training independent-thinking doctors who have mastered modern science and professions, who are devoted to their country, and their people, and who are ready to serve the development of the Motherland is the main issue in medical pedagogy. Therefore, medical pedagogy emerged as a science that studies the problems of upbringing and education that systematize society and individual

relations, and the following general issues of modern science and methodology are highlighted in it:

- History and development of the given science;
- Basic concepts about the science.

The main current problems in modern science and the methods, methods, and tools necessary to find their solution. Pedagogy, like other sciences, appeared based on the demands and needs of society and is developing organically with the social development of society. Therefore, it is necessary to consider the educational process as an integral part of social life, because it is difficult to imagine the development of society and the education of a well-rounded person without conducting educational activities. The main categories of the science of pedagogy. Each science has its main concepts, which arise from its content and essence, serve to illuminate its main aspects, and are most often used. There are also basic concepts and categories of pedagogy.

Category - (Greek: κατέρογια - instruction, evidence, understanding) in pedagogy, the characteristics, essence and content of the processes of education and training, between the individual and society, between the individual and the group, between the individual and the team, between education and education is the main concept reflecting spiritual-educational, moral-aesthetic, economic-ecological and other relations. The category appeared on the basis of the historical development of cognitive processes and the experience of society. Through categories, a person studies the existence and surroundings, the events occurring in social life. The most important, basic concept that reveals the essence of science is called a category. The main categories of the science of pedagogy shed light on the general nature of the processes aimed at ensuring personal development, and achieving the effectiveness of education and upbringing. The most important categories include personality, upbringing, education (teaching, studying), knowledge, skills, competence, competence, information, formation, and development. Another important concept of pedagogy is the category of "didactics". In the III-II centuries BC, a person who taught in schools in ancient Greece was called a "didascal". "Didactic" is derived

from the Greek word "didaktikos" and means "to teach", "to teach", "to impart knowledge".

The ancient Greeks used the terms "didasko" for teaching, "didascal" for the teacher, and "didascale" for the student. But the term "didactics" has moved far from its original meaning. Now, the scope and content of these concepts have become much richer and expanded, and it covers not only the activity of the teacher, but also the activity of the student, educational technologies, and educational methods.

Pedagogy summarizes the experiences in the field of education and training and shows the content of education and the future perspectives, ways and methods of education. One of the main concepts associated with general categories in the science of pedagogy is the concept of person.

A person is a member of society who has developed spiritually, differs from others in his characteristics and actions, and has a certain attitude and worldview. He is a person who has his position in the society, understands his identity, claims his "I", can adequately assess the social events happening around him, and is characterized by the objectivity of his thinking activity. A person is "the main subject and object of the personnel training system, a consumer of services in the field of education and their implementer"<sup>1</sup>. As there is no person without society, there is no society without personality, biological, psychological, and social factors are the reason for the development of a person as a person. Moral qualities of a person - The intellectual maturity of a person is manifested through his mental and intellectual qualities and qualities: knowledge, objectivity, thinking, ability, etc. Pedagogical environment - interpersonal (teacher - doctor - student - student; student - student; teacher - student - community; teacher - parents; student-parent, etc.) is a set of relationships. The inner environment is the unique life of a person Skill is a component of competence, which represents the ability to perform certain parts of an action extremely quickly, accurately and appropriately, and is a set of actions that occur as a result of repeated exercises in students - students.

Qualification is the ability of students to form the action (or set of actions) in the process of knowledge acquisition and work according to the purpose in certain

conditions, thereby achieving positive results in study and work, and being ready to perform it consciously. Talent and skill become proficiency through practice and repetition. The reliable, creative use of various skills, the high level of development of professional skills and the absolute appearance of professional education are determined by skill. Skill is the ease of doing complex work quickly and accurately, high quality of work, and stable morale. In the process of education, students have certain information will be. Education is a set of acquired and systematized knowledge, acquired skills and competencies, and formed worldviews as a result of education and training. The formation, upbringing, and education of a person as a person takes place in the pedagogical process. The pedagogical process is one of the pedagogical categories, which is organizationally formed and enriched with content under the influence of the pedagogical activity of adults aimed at a certain goal, and "... as a result of the teacher's guiding and leading leadership role, the student's self-is self-development"1.

Pedagogical activity is a specific type of socially necessary work of adults, mentally thought out to prepare the young generation for life in accordance with aesthetic, moral, political, and economic goals.

Self-awareness is the ability to assess a person's self and his/her own activities from the perspective of a community or society as a whole. Famous director K. Stanislavsky: "Where does the theater begin?" "Of course, it starts from the place of purchase of clothes" is popular, and in pedagogy, it can be said that "pedagogical activity starts from the family". In short, the science of pedagogy has gone through a long path of development, and now it has included well-formed, largely theoretical and practical materials of scientific knowledge and created its scientific-theoretical, methodological and practical foundations. After the independence of Uzbekistan, there have been positive changes in the system of continuous education in our country, in the general and methodological foundations and content of the science of pedagogy, in the theory of education, in the organizational forms of education, in determining the level of well-being and qualities of a person. happened. This, in turn,

paved the way for the implementation of innovative information and communication technologies in the educational process.

Today, many of our teachers in our country have become propagandists of pedagogical ideas, they work not only with approved primary materials, but also on the basis of their personal creative plans. The desire for innovation, freedom, and independence has become part of the personal qualities of a modern teacher, and now the traditional teaching system has been replaced by a modern pedagogical system, imbued with the idea of national independence and organized on a strictly scientific basis. is based. A strong innovative impulse movement covering various aspects of pedagogical practice continues: approaches aimed at predetermining the results of improving the quality of education, applying innovative, information and communication technologies to the educational process, interactive teaching, and educational management have emerged. "Only young people who have received education in modern times, who can compete with their peers in other countries of the world, and who are physically and spiritually perfect, will be able to adequately continue the work we have started and raise it to a new level".

In fact, in the national spirituality of the Uzbek people, the qualities of humanity, knowledge, morality, patriotism, thirst for knowledge, creativity and creativity are in the leading place. Today, among the youth of our republic, the winners of the World Olympiad, winners of the "Nihol" award, winners in the field of sports, and state and famous scholarship holders show that our country pays attention to education. Today, it is necessary to be familiar with the secrets of modern education, to master innovative technologies, and to have the skills to use information and communication tools wisely. In this respect, pedagogy helps to find a solution to these actual issues. As an important branch of the system of pedagogic sciences, the services of methodology, that is, methodology, which studies the laws of teaching and learning specific subjects, are incomparable. It shows the guidelines for the implementation of the entire pedagogical process (methodology, i.e. style Methodology (excellence) - studies the laws of teaching and learning in a specific field. The methodology adapts didactic principles and general pedagogic rules to its

field, based on the specific types and laws of education, such as pedagogies of special and continuous education stages, and creates field methodology. It requires a systematic impact on students in order to educate them, inform them, and educate them. It is based on psychological and social factors. That is, in order to find out the effect of the effect, he determines the plan of effect based on knowing how the student's intuition, perception, imagination, attention, and thinking are going. In particular, he approaches the student taking into account the psychology of the youth period, the age and individual characteristics of the child, and can effectively influence him. In this case, psychology is of great importance for pedagogy.

Psychology - psychology equips pedagogy with the knowledge determined by other disciplines, the formation of the personality of a growing person, and the internal processes of the occurrence factors and conditions. At the current stage of the development of our society, the connection between pedagogy and economics is getting stronger. Based on information from social sciences, pedagogy studies the objective needs of society for education and the conditions for their implementation. Unlike other disciplines that study aspects and aspects of human mental development, pedagogy deals with the human personality and its stages of development. Pedagogy is directly and indirectly related to physiology. Physiology is the natural scientific base of pedagogy and psychology. Pedagogy is the development of the higher nervous (nerve) activity of physiology, the uniqueness of the nervous system, information about the first and second signal systems, as well as the activity and development of sense organs, basic motor apparatus, heart, blood vessels and respiratory systems. relies on data. The path and principles of the socio-economic development of the Republic of Uzbekistan require the formation of qualities and qualities necessary to solve new issues and problems that were not faced by the previous generation in the process of education.

### **Development of pedagogy as a social science**

The development of pedagogy as a science has its own characteristics. The teachings of "Avesta", the lessons of "Holy Qur'an", the greats of Hadith science such as Abu Abdullah Muhammad ibn Ismail al-Bukhari (810-970), Abu Isa

Muhammad ibn Isa at-Tirmidhi (824-892), Manifestations of the science of Sufism (Sufi sect): Bahovuddin Naqshbandi, Abdukholiq G'ijduvani, Najmuddin Kubra's ideas about the perfect person, "master-disciple" relationship, education in the East with their teachings on learning science - made a great contribution to the development of the educational process. Their pedagogic views took a worthy place on the golden pages of history.

Abu Nasir Farabi (789-950), Abu Ali ibn Sina (980-1037), Abu Rayhan Beruni (937-1051), Kaikovus (11th century), Ahmad Yugnaki (11th century), who lived and created during the 1st stage of the Eastern Renaissance century), scholars such as Mahmud Kashgari (11th century) gained fame with their secular ideas about education.

Mir Alisher Navoi, the founder of the Uzbek artistic language, and a great statesman, who lived in the 2nd period of the Eastern Renaissance, created the world of anthropology with his unique works of educational value, epics, and his legacy in the world of poetry. created the foundation for the formation of the science of science, the enlightened views of Mirzo Ulugbek, a mature worldview in the field of scientific thinking and disaster science, Zahiriddin Muhammad Babur and other writers made a significant contribution to the development of pedagogy with their immortal creativity.

Although the pedagogical teachings of European philosophers Tertullian (160–222), Augustine (354–430), Aquinas (1225–1274) were not successful, Erasmus of Rotterdam (1466–1536), Italian Vittorino de Feltre (1378 -1446), Frenchman Francois Rabelais (1494-1553) and Michel Montaigne (1533-1592) were of great importance in the development of pedagogical ideas. The founder of didactics, problems, reflects ideas about finding their solution.

In the system of pedagogical sciences, preschool education pedagogy, school pedagogy, youth pedagogy, adult pedagogy (androgogy), vocational education pedagogy, industrial pedagogy, university pedagogy, management pedagogy, medical pedagogy, military pedagogy, aimed at forming the age and professional effectiveness of students, economic pedagogy, modern pedagogical technologies

and other network pedagogies have emerged. This network of pedagogies studies the educational process and its laws conducted in preschools, general and secondary special educational institutions, and higher educational institutions.

In addition to these, there are special types of pedagogy: defectology (people with developmental disabilities), deaf pedagogy (working with the deaf and dumb), typhlo-pedagogy (working with the blind); oligophrenic pedagogy (working with mentally retarded people); there is speech therapy (working with people with poorly developed speech), and these branches deal with the issues of education and upbringing of children. (For information on the main branches of pedagogy, see Table 1.2.1)

Methodology of the science of pedagogy and its scientific research methods. The increasing attention to the methodology of modern pedagogy is not for nothing. The establishment of democratic principles in our country, the establishment of an open civil society under the foundation of a strong legal state, is reflected in the fact that education and upbringing are given a new essence, content, and attributes. The success of this new model is directly related to the level of development of modern pedagogy.

Methodological description of pedagogical research. The modern directions of pedagogical research are characterized by the acceleration of the process of finding new solutions to current and practically important issues, and at the same time, the influence of prospective problems is increasing. In this case, research in two directions is especially noticeable:

- to study a wide-ranging problem that requires large-scale research of a general nature;
- is an in-depth study focused on the solution of narrow problems that allows us to find the inner, subtle aspects of complex pedagogical processes.

A serious methodological problem of today is the reliable and effective reflection of modern education in scientific problems related to pedagogical research. The fate of research depends on the methods it's not a secret. The method

of pedagogical research is undoubtedly recognized as scientific if it correctly expresses the objective essence of pedagogical phenomena and responds to the uniqueness of the subject of pedagogy. From this point of view, methodological assessment is necessary for pedagogical research methods.

The effectiveness of pedagogical research is directly proportional to the researcher's methodological culture. Therefore, this concept is considered an integral quality indicator and requires the researcher to acquire the ability to analyze his own scientific activity, to scientifically justify and creatively apply a certain concept (theory).

Today, according to the rule, every pedagogical research must be scientifically substantiated before its implementation: initial state; research logic; determination of expected results, methods of achieving them; establishing cooperation with consumers; development of conditions for its introduction; economic interest, etc.

Pedagogical research is considered a complex type of scientific activity, and it can be successfully carried out in reliable hands - by a person who has thoroughly studied the methodology and is armed with scientific research methods.

The scientist's appearance, mentality, and behavior are covered in detail in special literature, especially the following qualities are noted; a serious desire to know the truth, the unknown; the ability to classify observed events and processes and observability; analytical-synthetic synthesis of scientific thinking, etc. It is necessary to have objectivity, precision, criticality, consistency, and systematicity in scientific research works.

Objectivity means a fair and correct assessment of the studied events and phenomena, processes, their essence, content and interaction, and an objective approach to changes.

Accuracy is relevant for all procedures of research: observation and recording of pedagogical events and processes; analysis and summarization of thoughts; use of scientific information from various sources, etc.

Consistency in the pedagogical methodology is achieved by the uniformity of accepted terms, adherence to research logic, consideration of conditions, and the connection of concepts of scientific apparatus.

Systematicity is the process of certain regulation by classifying the studied phenomena and processes based on some signs, establishing concepts, concepts and legal relations, and forming concepts, and ministries.

Criticality is characterized by the ability to evaluate the studied problem from different points of view, to continuously check hypotheses and theories while ensuring the validity of experimental results, and to abandon them if they do not match the new results obtained.

Thus, scientific thinking in pedagogy requires careful and careful application of objectivity, consistency, and accuracy in determining the starting point of research, the correct selection of scientific hypotheses, the critical examination of experimental results, and theoretical conclusions, and, of course, systematicity. In other words, in the formation of the methodological culture of the researcher, the skill of reflection-analysis of private scientific activity occupies a key place. The above points apply to researchers in various fields of science, but a researcher in pedagogy is distinguished by some unique characteristics. First of all, research in the field of pedagogy requires the researcher to have pedagogical experience and to be aware of all the "ins and outs" of the pedagogical process. In addition, the earnestness of the pedagogical problem is determined based on the opinion of the respondents. This is a very important stage.

Research methods of pedagogy. In the modern theory of pedagogy, the issues of what to learn and teach, who should be educated, and how, are waiting to be solved in an integral relationship without losing their relevance even today.



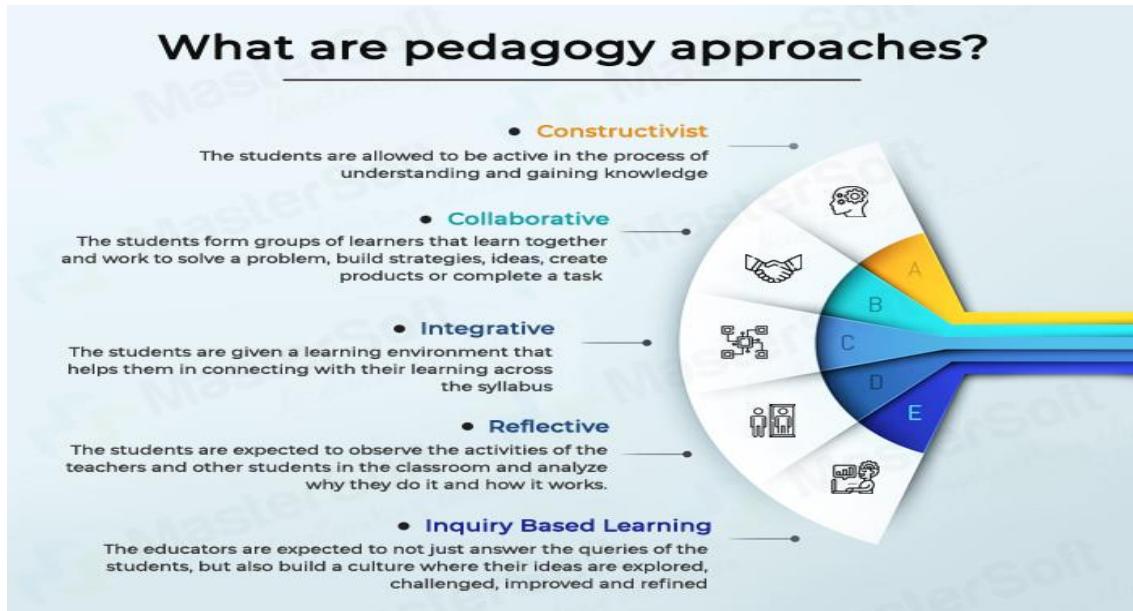
### **Task № 3. Answer the questions:**

1. How pedagogical techniques impacts students and teachers other than the normal learning system exists?
2. How does pedagogy influences the real life and future of learners?

3. What are the differences between pedagogical techniques and pedagogical approaches?
4. How do pedagogical views take a worthy place on the golden pages of history?
5. How did the pedagogical thoughts and ideas begin to emerge as part of philosophical teachings?
6. How do pedagogy and methodology relates?



#### **Task № 4. Discuss the points given in the pictures below.**



## How Does Pedagogy Impact The Learner?



### 1. Student-Centered Approach:

Pedagogy is a student-centered approach in which the students take responsibility for learning in their ways.



### 2. Encourages Teamwork:

The study methods encourage teamwork and group projects for the students to meet like-minded individuals and work with them



### 3. Continuous Assessment Of Students:

Teachers evaluate the students regularly to see if they are improving and moving towards their target outcomes.



### 4. Develops Cognitive Skills:

Helps students to develop cognitive skills using evaluation, detailed analysis, comprehension, and application of the courses



### Task № 5. Watch the video and start a conversation about it.

WATCH THE  
VIDEO



<https://youtu.be/QcpwEoW1uY8>



### Task № 7. Independent work: "Psychological effectiveness and balance adjustment criteria" preparation of a presentation on the topic.

Reference:

<https://www.iitms.co.in/blog/importance-of-pedagogy-in-teaching-and-learning-process.html>

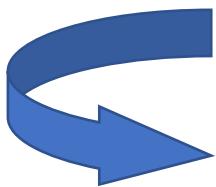
## Theme №9: GENERAL PEDAGOGICAL LAWS OF FORMATION AND DEVELOPMENT OF PERSONALITY.



1. About communication.
2. Types of Communication Skills
3. Types of thinking.



Time to think! What can you say about this quote?



## GENERAL PEDAGOGICAL LAWS OF FORMATION AND DEVELOPMENT OF PERSONALITY.



### Task № 1. Read the information on the given theme.

The concept of "personality" and specific features of personality development. The concept of a person refers to a person and serves to represent a member of a society who has developed psychologically, differs from others in his characteristics and actions, and has a certain attitude and worldview. In order to become a person, a person must develop psychologically, feel himself as a whole person, and differ from others with his characteristics and qualities. In the national model of personnel training, a person is defined as the main subject and object of the personnel training system, the consumer of educational services, and their implementer. The state

policy in the field of personnel training envisages the intellectual, spiritual, and moral education of a person, and the achievement of his manifestation as a comprehensively developed person. The implementation of this social demand guarantees the right of every citizen to get knowledge, to show creative abilities, to develop intellectually and work in a certain profession. Personality development. For a person to become a person as a social being, social environment conditions and upbringing are necessary. Under the influence of these, a person develops as a person and becomes a person. Development is a complex process that expresses the essence of quantitative and qualitative changes manifested in the physiological and intellectual growth of a person. Development essentially represents the transition from simple to complex, from bottom to top, from old qualities to new states, renewal, emergence of new, disappearance of old, change of quantity to change of quality. The source of its development is the struggle between opposites.

The development of a child's personality is based on the philosophical doctrine that a person is a social being. At the same time, a person is a living, biological being. Therefore, the laws of nature's development are also important in its development. Also, as a person is evaluated as a whole being, his development is influenced by biological and social laws together, they cannot be separated from each other. Because a person's activity and lifestyle are affected by age, education, life experience, and other tragic situations and diseases. A person changes throughout his life. He matures both socially and psychologically, and if the education provided to the child is appropriate, he matures as a member of society and takes his rightful place in the complex system of social relations. Because development is influenced by education. In order to correctly see the qualities of a person and make an accurate assessment, it is necessary to observe him in the course of various relationships. Therefore, in order to correctly solve the task of personality development, it is necessary to know the factors affecting his behavior and personality characteristics. It is desirable to know and take into account the laws of growth and development for upbringing to have an effective effect on the child. Thus, there is a two-way relationship between development and education.

Factors affecting personality development. In science, the debate on determining the relationship between the influence of biological and social factors on the development of a person as a person has been going on for a long time. Is there a strong influence of social events on the development of a person as a person? Or do natural factors play a leading role? Maybe the influence of upbringing is high? What is the relationship between them?

In science, the point of view called biological direction occupies one of the leading places, and its representatives, Aristotle and Plato, put natural and biological factors at the top. They say that innate abilities, fate, and destiny determine everyone's fate in life. The representatives of preformism, which arose in the philosophy of the 16th century, place a high value on the role of generation in the development of a person and deny the role of social environment and education. Another trend in foreign psychology - behaviorism - appeared at the beginning of the 20th century. Its representatives, it is said that consciousness and mental abilities are passed down from generation to generation and are given to man by nature. The representative of this doctrine is the American scientist E. Thorndike. The stream of pragmatism and its representatives, D. Dewey and A. Combe, also base personality development on a biological point of view. They see development as only quantitative change. Absolutizing the role of offspring, they consider it to be of decisive importance in human destiny. So, a group of foreign scientists attribute development to a biological (generational) factor. Representatives of the philosophical current against the biological current define development with a social factor. The representatives of this current show that the physical and mental development of a child's personality depends on the environment in which he lives. The environment means all the external influences in the conditions in which a person lives. From this point of view, it is possible to adapt the child to the social conditions in which he lives due to education.

They consider the role of the social environment as a decisive factor. Therefore, the development and progress of a human child as a person, and his maturation as a person, are equally important for the generation (biological factor),

social environment (the conditions in which the child lives), as well as for the purposeful upbringing. In determining the influence of these factors, the teaching of advanced pedagogic scientists, psychologists and philosophers is relied upon. In philosophy, a person is considered as a complex reality in social life related to society. They believe that the spiritual wealth of an individual depends on his relationships. According to its research and educational function, the philosophical-anthropological approach is directed at the spiritual world of the student. That is why this approach, unlike other existing scientific or epistemological approaches in pedagogy, requires the organization of an educational process based on communication and mutual understanding. The uniqueness of this approach requires looking at all subjects of the educational process not only as a worldview, but also as a way of existence. This method of existence should be understood first of all as awareness of existence. Secondly, it is desirable to clarify this mode of existence as a way of communication with oneself, others and other cultures. The influence of the social environment on a person is also important. This is done through education.

First of all, under the influence of upbringing, knowledge and information that the environment could not provide, skills and competencies related to labor and technical activities are formed.

Secondly, due to education, congenital defects are also changed, and the person matures. Thirdly, with the help of education, it is possible to eliminate the negative effects of the environment. Fourthly, education sets a goal for the future.

So, education and development affect each other, this education is continuous and continuous.

Thus, it can be concluded that education has a leading role in the development of a child's personality, and due to education, he is able to develop in all ways under the influence of his pedigree, family environment, and social environment.

Different approaches to personality formation. Four approaches to personality formation have been established in modern pedagogy:

1. Biological approach - man is a natural being, all his actions are the result of innate instincts and needs. A person is forced to obey the demands of society, and at the same time, he also manifests his natural needs.
2. Social approach - a person is born as a biological being, only during his life activity he is socialized under the influence of constant communication with others and social groups.
3. Psychological approach - mental processes in a person (such as intuition, perception, and thinking) have a natural description, a person's direction - interests, and abilities are considered a social phenomenon.
4. Holistic approach - a person has a holistic description, and his development is influenced not only by the peculiarities of his activity, but also by his lifestyle. At the same time, the results of social life - motives, goals, interests, etc. also play an important role in its development. In modern pedagogy, four - biological, social, psychological and holistic approaches to personality formation have been established.
5. Age and specific characteristics of development. Anatomical, physiological (physical) and psychological characteristics characteristic of a certain age period are called age characteristics. Education and upbringing work is organized taking into account these young characteristics. Then the influence of education on the child's development will be strong. Anatomical, physiological (physical) and psychological characteristics characteristic of a certain age period are called age characteristics. It is important to know and take into account the characteristics of different age periods in the child's development for the correct approach to children's education and successful teaching. Because the growth and development of the child's organism and mental development are different at different ages. Abu Ali Ibn Sina, John Amos Comenius, and Abdullah Awlani also emphasized the need to educate a child.

It is very difficult to take into account the unique characteristics of a child. Because children of the same age can be mentally different. For example, vision and hearing, activity, quick perception, slow thinking, impetuosity or restraint, eloquence or lack of eloquence, vigor or lack of enthusiasm, laziness or

industriousness, laziness and sloppy work, compactness or quickness to work. such as withdrawal are effects of the nervous system, and the teacher or educator must know them. In order to know the individual characteristics of the child, it is important to learn the general types of temperament and the specific characteristics of the child, to know the methodology. Temperament (lat. "temperamentum" means "relation of parts to each other") is a set of individual psychological characteristics of a person. Also, there are specific laws of development of different age periods. A child's physical and mental development is divided into the following periods:

1. The period of infancy is the period from the end of infancy (1 month) to the age of one year.

2. Pre-kindergarten age - from 1 to 3 years.

3. Pre-school age - from 3 to 7 years.

4. Pupils (children) of junior school age - from 7 to 11-12 years old. 5. Pupils of middle and high school age (teenagers, early teenagers) - 12-17 years old. The physical and mental development of a preschool child is conditionally divided into the following periods:

1. Infancy (up to 1 year);

2. Early age (1-2 years);

3. First age group (2-3 years old);

4. Young age (3-4 years);

5. Middle age (4-5 years);

6. Older age (5-6 years);

7. Preparatory period for school (age 7, compulsory education).

At the junior school age, playing activities are now replaced by reading activities. This is a very difficult transition period, and the appearance of the child differs little in terms of height and weight. Because the bones are not hardened, they are easily injured. Due to the rapid growth of muscles, there is a lot of movement. The brain develops quickly. These characteristics of physical growth require caution from the teacher. At this age, the child is interested in learning and learning. Middle and high school age (adolescence, early adolescence 12-17 years old). The

complexity of adolescence is associated with strong changes in anatomical, physiological and psychological characteristics. The growth of the child accelerates. This period is also called the transition period. During this period, puberty begins. This affects the character of the child. Work, play, sports and community work play a big role in the life of a teenager. Some of them lose their mastery, and their discipline loosens. This period is the period of early puberty of adolescents. Sexual maturation ends during this period. They begin to feel independently. Adolescents begin to look at life from the perspective of the future. The desire to increase the cultural level will increase, and there will be a change in feelings. They begin to educate themselves. Ideal choice and adherence to it will increase. During this period, discussions between them will give good results. Teenagers strive for their group. That is why all the aspirations of a teenager should be directed towards a certain goal. They have an increasing need to choose academic subjects. Adolescence is a period of development of mental activity. They try to express their thoughts independently and begin to show their personality. Therefore, it is important for teachers and adults to correct their still shallow thoughts and worldviews. After all, during this period, self-awareness, moral and social qualities are formed quickly.

This is also motivated by his activity, behavior in the team and in public places, and his quick communication with people. He tries to feel like an adult, to show his uniqueness, and to draw the attention of others to him. He begins to solve moral problems from the point of view of his views. They measure the essence of life, happiness, duty, and personal freedom by their interests. Therefore, it is very important that adults give them impartial, correct direction. In this period, the behavior of young people also begins to form. In this case, the position of the person in the team, and communication with the members of the team is important. Of course, in this regard, the influence of the social movement of young people working in the educational institutions is of great importance. Because teenagers are on the threshold of an impossible life, and their right to step into this life is an important condition for them to become active citizens of society.

6. Gender characteristics of personality development. The term "gender" was introduced into scientific use by the American psychologist Stoller in 1968 and means "sex". Although sexual relations have been actively studied in psychology before, the emergence of a new term has created new trends in social sciences. Such branches of science as "Gender History", "Gender Psychology", "Gender Aspects of Philosophy", "Gender Anthropology", "Gender Sociology", and later "Gender Pedagogy" were formed. The concept of "gender" covers, first of all, the socio-psychological and pedagogical aspects of the relationship between men and women, boys and girls. There are several different interpretations of the concept of gender in the literature. In particular, philosophers describe it as follows: "Gender" is an English word that means the social aspects of gender. This concept takes into account not only the biological difference between men and women, but also the whole set of social and cultural characteristics in the sexual division of society. Represents social affiliation, behavior and expected outcomes for men and women. Psychologists also uniquely approach the concept of gender: the gender basis of the psyche is gender and social stereotypes related to it, the psychological appearance of the individual. Among scientists, there is a sharp debate about which of these characteristics are innate, and which of them are developed in the process of education and training. Due to the different upbringing of boys and girls in each national culture, the psychological differences of the sexes are known from the time they come to school. Among these differences, psychologists (A.E. Taras, 2002) note that girls are superior to boys in mathematical and visual abilities. Boys have a stronger sense of self-confidence than girls. Girls are more likely to accept uninteresting activities based on sameness. They quickly adapt to a changing environment. While boys evaluate each situation in a general way, girls carefully examine, study, and then evaluate it. In the pedagogical sense, gender is a complex educational sociocultural unit of boys and girls, which includes their behavior, mentality and emotional characteristics, and their equal and different aspects in educational activities. Today, physiological, moral, emotional, and behavioral differences in the development of boys and girls have been fully studied. Based on

On this basis, it is possible to list the following gender characteristics that should be taken into account in the development of students:

- girls ask twice as many questions as boys; girls do not directly talk about their wishes, but quickly agree; boys, on the other hand, are able to express a decisive opinion;
- when performing tasks related to independent decision-making, boys take into account quality, and girls take into account size;
- boys think more philosophically, and pay attention to the logic of thought; girls like psychology and literature more;
- boys prefer dialogue, discussion; girls tend to monologue, and like to listen and reflect;
- boys are more interested in virtual (miracle) and fantasy; girls are more rational and pragmatic than boys. They make their choices from the point of view of usefulness, that is, depending on how well the chosen thing allows to achieve the goal;
- boys express their feelings openly; girls hide their wishes and desires, they wait a long time to tell.

Socialization of personality. Socialization means the process of formation of a person under the influence of culture, communication, communicating with each other, and the concept of socialization is the process of mastering exemplary behavior, psychological mechanisms, social norms and values necessary for the successful development of society. In the process of socio-philosophical, psychological and pedagogical research, the following situations characteristic of the socialization of a person have been identified:

- The social factors (mega factors, macro factors, meso factors, micro factors), realities and their influence occupy a leading place in the socialization of a person during the transition from one period to another;
- Social, in particular, relations between parents and the child, their mutual emotional unity are important for the child's development and personality formation;

- The person is controlled by certain schemes and cognitive structures; therefore, its adaptation to this scheme and cognitive structures means the essence of socialization;
- A person acquires scientific knowledge and elements of personal culture with the help of social influences, and based on them, he matures mentally and acquires moral qualities - this situation is considered a priority aspect of the socialization of a person;
- Socialization of a person does not take place in the same way in different social systems and certain periods of society's development; each period is manifested in its own way in the socialization of a person;
- Socialization is not only characteristic of childhood, but covers all periods of a person's life.

It is known that socialization is a person's acceptance of society's values and, to the extent necessary, social, is to enter society based on the achievement of civil and personal maturity. Socialization of a person is the process of a person realizing himself as a person in society. This occurs in the process of upbringing, education, and self-education, when a person can independently determine his goals and determine the ways to achieve them, when he realizes his value, his identity in society. Instead, it will be done if you are sure.

7. Socialization of a person is the process and result of improvement of psychological functions of a person under the influence of education, assimilation of social and moral values, norms and rules of behavior, and enrichment of worldview.

The process of socialization is complex according to its qualitative characteristics, structure, laws, factors, conditions, management and manifestation in a socialized person (his characteristics, qualities, peculiarities). For this reason, it reflects various - cultural, moral, legal, labor, and psychological manifestations of socialization, which are considered by various disciplines. When it comes to pedagogy, the process of socialization in this field is considered with special attention as a type of pedagogical socialization, taking into account the specificity

of the subject, field and needs of pedagogy. It is the result of the process and emergence of socially defined and important pedagogical newly formed experiences - upbringing, education, education and development, as well as their continuous change (improvement) throughout their future life. In this case, a passive approach to the individual is not observed, but he is a subject of social relations and the pedagogical system, who shows activity and independence in gaining experience and forming himself, at the same time taking responsibility for his own life path. regarded as a sentient subject. The task of pedagogy is to help a person become a thinking person, a socially active citizen, who understands his place and behavior in society, the direction of his desires and goals, together with pedagogues and the pedagogical system in society, to preserve and strengthen universal values. is to help him become a well-rounded person.

There are the following general mechanisms of socialization:

- Traditional - attracting students to social activity through the family and close environment, creating favorable conditions for activity and communication;
- Creation of necessary conditions and opportunities for the development of students by institutional-social institutions and educational institutions;
- Interpersonal - involving students in the system of social relations, developing their communication skills;
- Reflexive - development of individual consciousness through pedagogical support of self-awareness, self-evaluation, and self-design.

An important condition for the socialization of students is to establish social competence in them. Social competence is expressed in establishing communication with other people, which requires a person's orientation to social situations and the ability to manage them. The main functions of social competence include adaptation, social orientation, personal integration and general social experience. The social experience reflects the integral result description of student socialization and requires it to be based on activity-oriented and axiological approaches. From the point of view of the activity-oriented approach, the social experience of the student is different, it reflects the set of spiritual and moral values and norms that arise as a

result of the interaction of people with the environment. For this reason, it is appropriate to consider the "experience of self-management" as a component of social experience, aimed at forming a culture of self-organization and self-correction in a person. Involvement of an individual in subject-subject relations is the main social spheres of formation of self-management experience; and formation of initiative in the subject; it is possible to include such things as accepting universal patterns of self-organization in the process of vital activity. From the point of view of the axiological approach, the formation of social experience in a person takes place in two interrelated directions. Firstly, the formation of a value-oriented orientation in an individual as the meaning of human life, spiritual and moral norms and rules in interpersonal relations, and secondly, behavior in the process of mutual activity, which is reflected in self-management with a high position from a personal point of view. - actions reflect the connection with the acquisition of social and vital norms of behavior.

Directing students to self-management as a pedagogical phenomenon requires a combination of intellectual, emotional-emotional and activity-oriented areas related to the development of personal potential, and social activity of students based on the high level of development of creative abilities. serves to increase. Pupils' assimilation of social experience should be carried out in the following stages:

social adaptation: ability to determine one's role in social situations, adaptability and mobilization to the situation;

projective: self-awareness in the process of social activity, the ability to choose individual behavioral strategies; internalization: acceptance and manifestation of the basic norms of social activity.



## **Task № 2. Using the insert technique, interpret the text information above.**

INSERT (derived from the English word - INSERT - Interaktive- interactive Note - system - system for Effective - effective reading - reading and -and Thinking means thinking).

1) An interactive system of putting in the text for effective reading and thinking about.

Specify text:

(✓) - information confirming my knowledge;

(+) - new information for me;

(-) - contrary to my knowledge;

(?) - made me think. I need more information on this.



### Task № 3. Questions:

1. Is it possible to have four personality theories?
2. What is the no.1 personality type?
3. Is personality type four rare?
4. What is the most common personality type?
5. Which is the most successful personality type?
6. What are the four personality colours?



**Task № 4.** Based on these pictures, talk about the factors that play an important role in personal growth.



**Task № 5.** Watch the video and discuss its meaning. Piaget's theory of cognitive development and your reaction to his ideas.

WATCH THE  
VIDEO



<https://youtu.be/IhcgYgx7aAA>

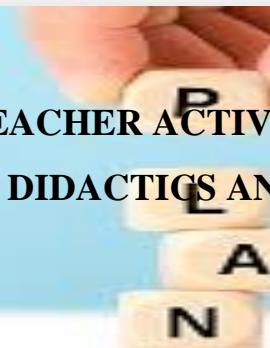
**Reference:**

<https://study.com/academy/lesson/personality-theories-types-lesson-quiz.html>

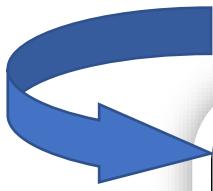
**Theme №10: THE ESSENCE OF THE EDUCATIONAL  
PROCESS. DIDACTICS.**



1. LEARNING – THE ESSENCE OF TEACHER ACTIVITY
2. MAJOR DIFFERENCES BETWEEN DIDACTICS AND PEDAGOGY
3. PEDAGOGY AND PEDAGOGUE



Time to think! What can you say about this quote?



The essence of education is not to transfer knowledge; it is to guide the learning process, to put responsibility for study in the student's own hands...[and] place people on their own path of discovery and invention.

— Tsunesaburo Makiguchi —

AZ QUOTES



### Task № 1. Read the given information.

The essence of the learning process. Content of education In a concise descriptive form of education can be described as a way of education, as a transference of knowledge, skills and abilities. Learning is a process in which students attain not only a variety of knowledge, skills and abilities, but also develop their mental strengths, going from ignorance to knowledge. Such an understanding of the learning procedure is important in itself, but a deeper and more complete definition of teaching as a didactic category requires other, more constructive approaches. Different authors focus on different aspects of learning, different sides of it, considering them defining. This fact testifies to the complexity of the concept being defined and the difficulty in trying to portray all its sides at the same time, equally emphasizing the importance of each. One group of scholars defines learning as a purposeful interface between the teacher and the students, which changes consistently, during which the tasks of education, education and general development of students are solved. Therefore, the focus of scientists is the idea that learning is a purposeful interaction between teacher and student, which is consistently changing. I. Kharlamov, an outstanding Belarusian teacher, in his textbook "Pedagogy" under study understands the "purposeful pedagogical process of organizing and stimulating active educational and cognitive activity of students with mastering scientific knowledge, skills, morals, development of creative outlook beliefs. " The author emphasizes that teaching is a pedagogical process of uniting and stimulating active educational and cognitive activity of students. In the textbook "Pedagogy" ed. M. Yarmachenko's teaching is regarded as a specific form of knowledge of objective reality. The famous Ukrainian psychologist G. Kostyuk gave a good definition of the concept of "teaching", describing it as managing the learning of students' social Didactics of high school. Lecturer: V. Ievdokymova values, produced by previous generations of people, as a complex system of ways of managing youth activities in families, kindergartens, schools and other educational institutions. Thus, the semantic load in his definition of learning falls on

the assertion that it is the management of students' educational activities, and the management of students' absorption of social values. Thus, different authors focus on different aspects of learning as a process, but all are unanimous in that learning is a collaborative activity of teachers and students. Student activity is called teaching, and teacher activity is teaching, although there is a term that, in our view, more correctly reflects the essence of teacher activity, it is learning. Learning is not just the sum of two activities, learning and teaching, it is their organic unity. We believe that learning is the process of organizing and managing students' learning about the system of knowledge about society, nature, man and development on the basis of their cognitive forces, scientific worldview and positive human qualities. The process of learning in the history of pedagogy. From the history of the development of world pedagogical thought it is known that teachers in the learning process were primarily interested in the activity of the student-learning, its structure, nature, and mechanisms of implementation. Therefore, pedagogical science has many views on teaching. Johann Amos Comenius viewed teaching as the procurement of knowledge in various sciences and the ability to solve various tasks and perform actions using the acquired knowledge. Knowledge was regarded partly as sensory representations, and especially as concepts and their systems. According to Johann Amos Comenius, the main components of learning are understanding, memorizing, language, and external manipulative-manual action. Didactics of high school. Lecturer: V. Ievdokymova He imagined understanding as cognition in which there were two stages: sensual and rational. Sensory, sensory, perception, and imagination are used. A rational degree is based on thinking. The structure of understanding includes such components as the perception of objects, their representation, and thinking, which compares, analyzes, summarizes and evaluates. Remembering depends more on understanding and exercise. The great national educator K. Ushinskiy (1823-1872) distinguished two types of teaching: learning with knowledge from the teacher and learning by solving the problem. In the first form, he distinguished the following factors of learning: consciousness, independence, clarity, consistency, systematicity, readiness, repetition and exercise. German philosopher and educator J. Herbart

distinguished learning as a mastery of knowledge and skills and development as an improvement in general cognitive processes (attention, memory, thinking). The process of learning was interpreted as an active interaction of psychic elements - ideas. A. Disterveg is well-known between the learning and development processes that take place in teaching. Learning gives the material effect of learning - knowledge, skills, skills. Development is the training and improvement of thinking, language, arbitrary attention, and ability. "To acquire and explore the subject with the help of the mind" - this is, in fact, a development, according to A. Disterweg. The development gives a formal learning effect. At that time, A. Disterweg's view of teaching as a process that depends on the method of teaching, was extremely advanced. They are still extremely important today. He identified two teaching methods: the reporting method (scientific) and the elementary (developmental) method. Didactics of high school. Lecturer: V. Ievdokymova During teaching using the first method, the teacher teaches the material, and the students perceive it receptively, including, following the teacher's thoughts. As we can see, there is a significant element of passivity here. The second method looked like this. The disciples proceed from certain propositions, exploring them, or what follows from them, and receive truth through their own reflections, research, and study. Constructing a neoplasm is an active process, amateur activity, and it proceeds by combining previously learned elements of experience into new relationships that correspond to new knowledge and skills. Some contribution to the development of the theory of teaching was made by well-known foreign educators, in particular, such as the American philosopher and educator John Dewey (1859-1952), and the German educator Wilhelm August Lay (1862-1926). J. Dewey considered the structure of learning, identifying it with the components of the process of thinking (the emergence of the problem - observation and consideration of facts to clarify the problem - the formation of a hypothesis - testing the hypothesis in the observations). J. Dewey believed that teaching was a fundamentally active process. In his view, new knowledge is built on elements of past experience. Wilhelm August Lay considered teaching as an active process of constructing tumors from elements of

sensual and mental content with the necessary involvement of external movements. Of great interest are the views of the famous Swiss psychologist Jean William Fritz Piaget. In the teaching, he distinguished two phases: assimilation and lodgings. Assimilation is the incorporation of a new object into the old schemas, as well as the extension of the scope of the existing individual circuits in different respects. Didactics of high school. Lecturer: V. Ievdokymova. "Accommodation - the adaptation of updated source schemes to new objects of action by changing the structure of the latter". Learning is about increasing students' independence in the process. A compulsory condition for the formation of contradictions as the driving force of learning is the compatibility of the student's cognitive forces with the magnitude of the contradiction itself. If the contradiction is such that the potential forces of the student enable her to be unleashed with some little help from the teacher, then she becomes a factor in the development of the student's cognitive forces. Methodological basis of the learning process and its driving forces. The methodological basis of didactics is cognition theory and reflection theory, dialectics, and systematic approach as a method of cognition of reality. The unity of logical and historical, laws of dialectical thinking requires a broad study of pedagogical processes, phenomena, and facts, to disclose existing external and internal relationships, to consider the pedagogical process in motion, dynamics, and development, to see the transition of quantitative changes in qualitative, learning process, establish the unity of opposites and on this basis establish its driving forces, be guided by the law of negation of objections, analyze in unity theory and practice, since practice is not only a source knowledge, but also the criterion of truth. An internal driving force behind the learning process is the contradictions between the demands placed on students 'knowledge and skills and the students' real ability to fulfill them. This contradiction becomes a source of development of the learning process if the requirements put forward are appropriate for the students and, conversely, it does not have a positive effect, if the requirements are very difficult or very light, that is, they are not in the area of closest development of the student. That is why to properly organize the learning process it is necessary to study the

cognitive abilities of the student and to know them well. Didactics of high school. Lecturer: V. Ievdokymova Thus, for all the diversity of views of different scholars on the nature and structure of learning, they are all unanimous in one thing: learning is an active process, and learning is a joint activity of the teacher and the student, it is not simply the sum of the two activities, it is their organic unity.

The methodological basis of didactics is cognition theory and reflection theory; dialectics; system approach as a method of knowledge of reality. Signs of learning as a didactic process are: - focus on achieving the goals set by the curriculum; - the presence of the learner and the learner; - joint educational and cognitive activity of the learner and the learner; - special planning organization and management; - integrity, unity, duration, systematic nature; - purposeful interaction of the learner and the learner in the process of attaining the planned results; Learning is conditioned and guided by the content of education, the activities of academic teachers and provides for independent work of the student.

### **What Is Didactic Teaching? (Plus, How It's Different From Pedagogy)**

Teachers can use teaching methodologies to inform how they teach their students. Didactic teaching, which is one of the two main teaching disciplines, is a structured and teacher-focused method centered on teachers conveying lessons to students. If you work as a teacher, it's valuable to understand what didactic teaching is and how it differs from pedagogy so that you can use the best teaching approach for you and your students. In this article, we define didactic teaching, discuss didactic teaching tactics and list the major differences between didactics and pedagogy.

#### **What is didactic teaching?**

Didactic teaching is a teaching method that focuses on teachers giving lessons to students. Typically, teachers who use didactic teaching create structured lessons that focus on lectures. Teachers can use different teaching methods depending on the needs of their students, their personal preferences and other factors. Didactic teaching is often well-suited for teaching basic subjects and instructing students who thrive with structured directions.

## **What is a didactic teaching approach?**

A didactic teaching approach involves a teacher directly instructing a student through planned lessons and lectures. Didactic teaching is characterized by:

- **Structured lesson plans:** One of the top characteristics of didactic teaching is structured lesson plans. Teachers who use the didactic teaching approach keep their lessons clearly organized to present information to students directly.
- **Specific learning objectives:** Teachers who use the didactic teaching approach usually set specific learning objectives for their students. They design lesson plans and assign coursework to help their students achieve these objectives.
- **Periodic performance evaluations:** In the didactic teaching approach, teachers also complete periodic performance evaluations to gauge their students' progress toward achieving their learning objectives. Performance evaluations can also allow teachers to measure their students' understanding of what they're learning.
- **Lectures from the teacher to the student:** Didactic teaching also emphasizes lectures given by the teacher to the student. Often, students learn from lectures by taking notes and asking questions.
- **Group discussions:** In the didactic teaching approach, group discussions often follow a lecture or reading. Teachers can guide discussions by asking open-ended questions about the lesson and encouraging their students to think critically.
- **Consistent learning schedules:** Another key aspect of the didactic teaching approach is reliable learning schedules. Typically, classroom schedules that follow the didactic teaching approach change little from day to day.

## **Differences between didactics and pedagogy**

Didactics and pedagogy are the two main teaching methods. While pedagogical approaches can integrate didactical methods, there are important

differences between the two types of teaching. Some of the major differences between didactics and pedagogy include:

### **Teacher-centered vs. learner-centered**

One key difference between didactics and pedagogy is whether they focus on the teacher or the learner. Didactics tends to be teacher-centered. For example, a common didactical strategy is a teacher presenting a lecture directly to their students. Pedagogy, however, is learner-centered and involves coming up with teaching strategies that focus on how specific students learn in different ways.

Another difference between didactics and pedagogy is that didactics tends to pay more attention to how to educate students, while pedagogy includes thinking about why to educate students. Teachers who use pedagogical approaches, therefore, typically emphasize the philosophies and theories that drive their teaching.

Didactics and pedagogy also differ in terms of whether they emphasize curriculum content or teaching strategies. Typically, teachers who use the didactic teaching approach focus more on the content of their curriculum, while teachers who use the pedagogical teaching approach pay more attention to how they can use different tools and strategies to teach their students.

Another key difference between the two learning methods is that didactics is knowledge-oriented, while pedagogy is process-oriented. Teachers who use the didactical approach focus on directly transferring their knowledge to their students. Teachers who use the pedagogical approach, however, focus more on the art and process of teaching.

### **Specific teaching strategies**

Didactical and pedagogical teachers can also use different specific teaching strategies. Some basic didactical teaching strategies can comprise:

- **Demonstration:** Demonstration is a teaching strategy in which the teacher demonstrates a concept. The demonstration method can be especially effective when combined with visual aspects like writing on a whiteboard.

- **Explanation:** Explanation is a strategy in which the teacher explains the concept, and it can occur independently or along with demonstration to enhance learning.
- **Observation:** Observation is a method in which students make observations to learn more about topics. Students can observe at teacher's demonstration to help them better understand a concept.
- **Problems:** Teachers can create problems for their students to solve to help them learn their curriculum. Completing problems can help students learn how to do math and understand other concepts.
- **Exercises:** Teachers can help their students learn new skills and knowledge by assigning them exercises to complete. Like problems, exercises can allow students to practice concepts to strengthen their understanding.

Some specific pedagogical teaching strategies include:

- **Classroom collaboration:** Classroom collaboration is a teaching strategy that involves fostering communication and collaboration among students. Often, teachers divide students into small groups to enhance their collaboration.
- **Hands-on learning:** Hands-on learning is a strategy that emphasizes learning things by practicing doing them. Hands-on learning can be especially effective for students who learn kinesthetically, and it can be combined with readings and lectures.
- **Classroom technology:** Many teachers who use the pedagogical approach make use of classroom technology. Classroom technology can include tablets, laptops and other devices. Teachers can use classroom technology to deepen their students' engagement.
- **Visualization:** Visualization is a teaching strategy that encourages students to visualize the abstract concepts that they're learning about through field trips, experiments and other tactics.
- **Modeling:** The modeling strategy, like the demonstration strategy, involves a teacher showing a concept and students learning by observing and practicing.

Teachers can combine the modeling strategy with other strategies, including hands-on learning and classroom collaboration.

### **What is the Difference between Didactics and Pedagogy?**

Speaking simply, didactics is synonymous with teaching and tutoring. And yet at the same time, a didactic approach involves a very structured and informed approach to teaching. But how does the term “didactics” differ from “pedagogy”? What is the difference between didactics and pedagogy? While didactics is a discipline that is essentially concerned with the science of teaching and instruction for any given field of study, pedagogy is focused more specifically on the strategies, methods and various techniques associated with teaching and instruction. Pedagogy also refers to the ability of a teacher to match theoretical foundations or concepts with practical methods of knowledge transfer in education on language-related problems, while responding and adapting to the learning strategies of their students. Finally, didactics is teacher-centered and based on the sum of theoretical knowledge and practical experience. In comparison, pedagogy is learner-centered, since the teaching must be adapted to respond to the complexity of student needs.

Therefore, “didactics” is a more generalized term referring to the theory and practical applications behind the science of instruction. It can also be viewed as the foundation or principal steps and stages involved in the act of teaching, within a specific field. In the field of science, we speak of research, for instance, pertaining to the didactics of biology and medicine, for instance. In this context, the didactics of knowledge transfer often take place through teaching in a traditional setting (amphitheatre) at the onset, but most importantly through practical “hands on” sessions (practicum, laboratory or hospital settings) to prepare for professional insertion.

### **The Meaning of Didactics**

What is the meaning of didactics? As mentioned earlier, “didactics” refers to the science of teaching (in relation to aims, subject matter, methods, and frameworks) within a specific field. Didactics is based on multiple theories of

teaching, and in a wider sense, theory and the practical application of teaching and learning methods.

Textbooks and “do it yourself” (DIY) tutorials on YouTube or “how-to” books are all examples of “didacticism” since their **ultimate purpose is to instruct and educate**. Some would argue that the word ‘didactic’ can have both a positive and negative connotation. For example, someone who possesses a “didactic” personality is an individual who is naturally inclined to teach and instruct.

The word didactic can be associated with a **positive or negative connotation**. For example, a proud grandmother who shares her cultural recipes with her curious, entrepreneurial, and adventurous grandchildren is an example of a positive context. However, the following illustration will show how the word “didactic” can be associated with a rather subtle and negative connotation.

The massive production of 17th-century French fairy and folk tales and the 18th-century English nursery rhymes, such as the famous tales of Mother Goose, was meant to teach society in more than one way. This type of literature was written specifically for children (and adults alike), with a clear didactic intent. However, it was often somewhat underhanded in that it was also created to teach children (and again, adults) a stern lesson about societal behaviour, norms and moral values.

### **Didactic Method or Approach**

What is a didactic method or approach? A didactic method is a teaching method that adheres to a scientific approach or educational style. The approach or method is often researched or studied and adopted by the teacher in order to engage the student and ultimately stimulate a virtuous learning process and transfer of knowledge in any given field of study.

### **Pedagogy and Pedagogues**

Pedagogy is more related to the correlation between the teaching material (resources) or theoretical information (methods) and the intellectual capacity of students, as well as their individual needs. Think of pedagogy as being transversal and pertaining to the method and practice of teaching and instruction, in particular in terms of the ability to match theoretical concepts (didactics of teaching and

instruction) with practical methods (pedagogy) of knowledge transfer in education. This can be true for any given field of study.

A teacher is considered a bona fide “pedagogue” when they are capable of making a perfect match and succeeding in the **act of knowledge transfer inside or outside the classroom**. In the best-case scenario, students who are actively partaking and advancing in the learning experience are the end result of a successful instructor’s pedagogy. And yet, if students are having trouble understanding the lesson, this does not automatically mean that the teacher is a terrible pedagogue. There may be other factors involved, such as a student who is ill or tired, or students who are distracted or not able to hear the teacher or see the blackboard, etc.

On the contrary, with experience and time, teachers often naturally develop many **metacognitive skills** (critical and analytical thinking) with regard to their ability to recognize student lapses in the transfer of knowledge. With **reflective teaching practices**, they learn to automatically troubleshoot their lessons and adapt their pedagogical approach before, during and after a lesson. Therefore, pedagogy deals with the teacher’s cognizant act of teaching in the classroom, while adopting the best-suited supports (whiteboards or slide presentations) and resources (video and books) to better serve their students.



### **Task № 2. Read the given information and prepare questions based on this topic.**

1. How pedagogy influence in the field of didactics?
2. How pedagogue and didactics related?
3. The word didactics shows is positive or negative connotation?
4. What is the meaning of didactics?
5. What is the specific teaching strategies and pedagogical teaching strategies?
6. Pedagogy is more focused mainly on?



### **Task № 3. Divide into 5 groups and prepare one of the following 5 topics for each group and present your topic.**



#### Task № 4.

1. Development of didactic ideas and views.
2. Knowledge as a methodological basis of the educational process. Attainment levels and performance indicators.
3. The structure of the educational process. Content of education.
4. Forms, methods and tools of educational organization. Principles of education
5. Didactics as a component of pedagogy. Concept of Didactics. Moving towards globalization.



#### Task № 4. Watch the video and discuss its meaning.

**WATCH THE  
VIDEO**



<https://youtu.be/oUzp4IBs43Y>



#### Task № 7. Independent work:"Analysis of studies on age-related and individual characteristics of development" preparation of a presentation on the topic.

#### Reference:

<https://reflectiveteachingjournal.com/difference-between-didactics-and-pedagogy/>

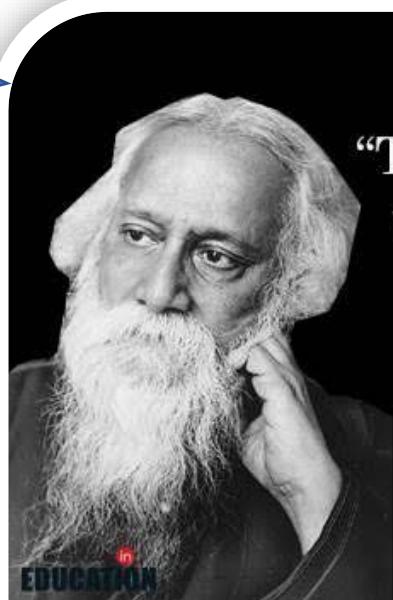
## Theme №11: THE CONTENT AND PERFORMANCE OF THE EDUCATIONAL PROCESS. PECULIARITIES OF THE EDUCATIONAL PROCESS.



1. Learning essence of teacher activity
2. Major differences between didactics and pedagogy
3. Pedagogy and pedagogue



Time to think! What can you say about this quote?



“The highest education is that which does not merely give us information but makes our life in harmony with all existence.”

— Rabindranath Tagore



## Task № 1. Read the information on the given theme.

### Creating a Formative Assessment

The best method to prepare pre-service teachers for their future careers is with hands-on learning that they can apply to their lives. After completing this lesson on assessment, there is no better way to have students experience their new skills than by creating their own assessment.

Begin by having students conversation about the different types of evaluation. A key point from this lesson is that evaluations need to take place during a lesson, before the summative assessment is given, to evaluate how students are learning and what needs to be retaught.

With this in mind, students will create some kind of formative assessment that evaluates the content covered in this lesson. Encourage students to be creative. Remember, a good formative assessment is quick, provides feedback for the teacher and students and evaluates a small chunk of education.

Samples of formative assessments include: exit cards, 3-2-1 tickets, quick write, sticky note arguments, short quiz, thumbs up/down, etc.

After students have ended their formative assessment, divide the class into small groups. Each student will take a turn being the *teacher* and giving their assessment to the *students*. This will ensure real feedback on what it takes to create an effective formative assessment.

What is assessment? Assessment in education is the comparison of various data from different resources to check the student's learning and understanding. When reviewed and placed in context, this information helps gauge student development, roadblocks, and problems. It can further give an insight into the causes why students face the problems they face and can support bridging the gap between content retention and better student performance.

**Assessments are extremely important** while teaching a concept in a class. Not only does it serve the students, but it also serves the teachers. Assessments work as an excellent feedback mechanism to let the student know about their evolution.

**Types of Assessments.** Today, various types of assessments are used in education. These assessments are interspersed throughout the year so that students can better understand their own improvement and take steps toward bettering their performances. This also aids the teacher and/or parent in seeking professional help in some cases.

**Formative Assessment.** **Formative assessment** takes place while the studying is taking place. The one thing that stands out about formative assessment is that the opinion is provided immediately. The student can correct their course of action and then move on. This might help in registering the content better. Classroom debates, questions, and answers, vocab checks, dictations are tremendous examples of formative assessments.

**Assessments** help the teachers gauge whether all the objectives established at set out have been met or not. Assessments are critical to student learning. It not only aids the student in showing their learning and knowledge on a given topic, it also gives the teacher a chance to understand why students fair do well on their exams. If the average score of the class is below average, then the teacher knows that they need to change something about the way the lesson content was carried out earlier.

**The Importance of Assessment.** I'm certain you know the feeling of expectancy when you are about to take a quiz or test. Did you take detailed class notes and learn enough? And you surely have been assigned with various essays. Did you give yourself enough time to research, write, and revise your essay in order to meet the requirements?

Exams and essays along with speeches and tasks are forms of assessment. Assessment is a critical step in the learning process. It determines whether or not the course's learning objectives have been met. A learning objective is what students should know or be able to do by the time a lesson is finished. Assessment influences many facets of education, including student grades, placement, and advancement as well as curriculum, instructional needs, and school funding.

**The Effects of Assessment.** Let's look at a couple of the main effects of assessment: *Student Learning*. Assessment is a key factor of learning because it helps students learn. When students are capable to see how they are doing in a class, they are able to determine whether or not they comprehend course material. Assessment can also help motivate students. If students know they are doing poorly, they may begin to work harder. Imagine this situation:

**Teaching.** Just as assessment helps students, assessment aids teachers. Frequent assessment permits teachers to see if their teaching has been effective. Assessment also permits teachers to ensure students learn what they want to know in order to meet the course's learning objectives.

**Frequency and Feedback.** Assessment is calculated so that students understand their progress towards course goals and change their behavior in order to meet those goals. In order to do that, assessment should be continuing. In other words, classes that use one or two exams a term are not using assessment as effectively as it could be used. In order for students to gain a true representation of their understanding, frequent evaluation is critical, and it should be accompanied by feedback.

Assessment is only as good as the feedback that accompanies it. Feedback is the teacher's response to student work. In order to make assessments as active as possible, teachers should ensure their feedback as well as a letter grade. It is significant that students understand why a particular question was wrong or why their essay did not meet the requirements.

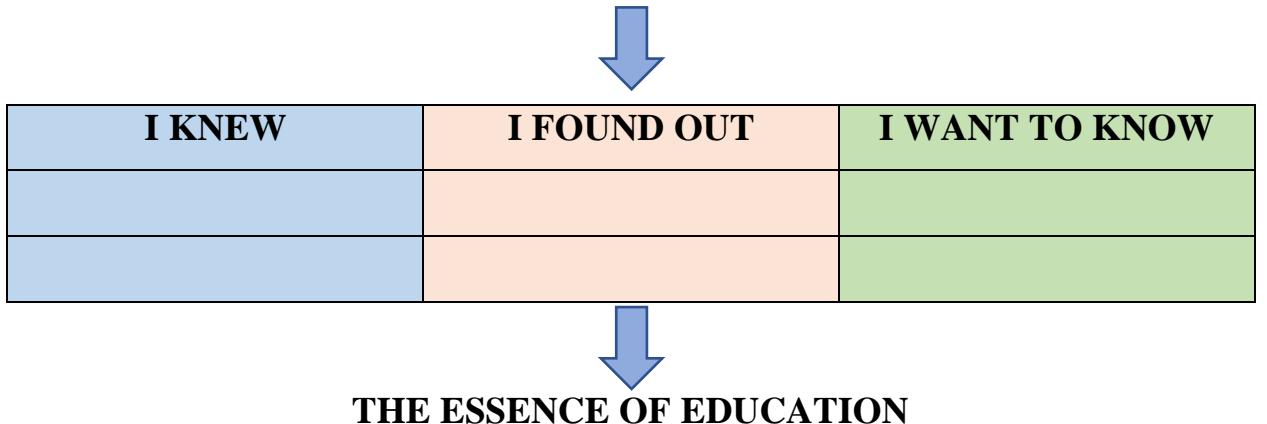


**Task № 2. Read the information about the "I knew, I want to know, I found out" method and complete the task based on the given rule.**

**“I knew, I want to know, I found out”**

**This is the rule of the methods:**

**The given text is read first. Then the table is filled. The first column is "Knew" and write down what you know before reading the text. The second column is called "I learned" and you write down what you learned after reading the text. The third table is called "I want to know" and you write down what you want to know.**



What are the main elements of the educational process?

- Features of the Educational Process.
- Academic staff.
- Material and Technical Base.
- Informational and telecommunication provision.
- Curricula for "BACHELOR"
- Curricula for "MASTERS"
- Quality Management Department.

Education plays an important role in medical pedagogy, like general pedagogy. During the historical development of society and pedagogy, different approaches to the explanation of this category appeared. First of all, there is a difference between broad and narrow education. The principles of education are the guiding rules. The main goal of education is the formation of an all-round spiritually developed, intellectually and morally perfect doctor. Educational work is a continuous process aimed at a certain goal. The fact that education is aimed at a certain goal helps future doctors to see the prospects of moral and spiritual education. The purpose and general tasks of education. There have been principles and processes of education since man came into existence. In medical pedagogy, the educational process is organized for the purposeful improvement of the individual and provides an opportunity to regularly and systematically influence the personality of the student.

In the process of education, feelings and various abilities develop in the future doctor, ideological, moral, willful, and aesthetic qualities are formed, a system of scientific views on nature and society and knowledge in the field of medicine are formed. In the process of medical education, moral skills and habits are formed in young people, which are in accordance with the moral requirements of the society for a doctor. The main directions in medical pedagogy are the formation of a sense of the Motherland in young people, contributing to the development of the medical field, loyalty to the Hippocratic Oath, strengthening respect for national values, humanitarianism, universal human values, international harmony, tolerance, striving for worldly sciences and progress. It is based on principles such as the formation of culture, understanding that religion is not opposed to secularism, expanding information about legal culture as an important factor of a healthy outlook, and proving the breadth of possibilities of enlightenment in increasing the intellectual potential of a person. In a broad sense, education is considered as a social phenomenon, the influence of society on an individual. In this case, education is combined with socialization. Education in the narrow sense means the specially organized activity of a pedagogue and a future doctor to realize the goal of medical education in the conditions of the pedagogical process. The content of education means the knowledge, skills, beliefs, personal quality and character, behavior system that should be acquired by students in connection with the set goals and tasks. The goal of education is to form a well-rounded person.

General tasks of education:

- creation of conditions for goal-oriented development of society members and satisfaction of their various needs;
- preparation of a sufficient amount of "human capital" suitable for the social culture necessary for the development of the society;
- ensuring the stability of social life by passing cultures from generation to generation;

- regulating the movement of society members within social relations, taking into account the interests of certain genders, age groups and socio-professional groups.

The process of medical education has its own characteristics:

- goal orientation;
- multifaceted process; - long duration;
- continuity;
- integrity;
- variability;
- results cannot be determined in advance, but need to be guaranteed;
- duality;

Laws of medical education are, on the one hand, the characteristics of education as a social phenomenon, and on the other hand, a set of stable relationships related to the development of a person.

There are the following rules of the educational process:

- dependence on objective and subjective factors of the social environment;
- the unity and interdependence of education with personality development;
- recognition of activity and attitude is the basis and main source of formation of socially important qualities of a person;
- connection between educational influence, mutual relations and active activities of students;
- intensity of education and self-education;
- the intensity of influence on the "inner world" of the student;
- taking into account the level of development of verbal and sensorimotor processes and the pedagogical effect on students.

The principles of education are the main requirements for the direction, content, methods, and organization of educational work, and the relations between the participants of the educational process.

are the first rules to be expressed.

The educational process is governed by the following principles:

- goal-oriented and ideological orientation;
- humanization of education;
- connection of education with life and work;
- holistic (complex) approach to education;
- training in a team and working with a team;
- combining demand and respect for the person;
- unity of demands and educational influences of teachers, public organizations and family;
- taking into account the age and individual characteristics of the student;
- systematicity and continuity of the educational process.

General description of types of education. Types of education are classified according to different fields. A more generalized classification includes mental, labor, and physical education. It is divided into civic, political, international, moral, aesthetic, labor, physical, legal, ecological, economic education in connection with various directions of educational work in educational institutions. According to the institutional features, it is divided into family, educational institution, education outside the educational institution, education in religion, children's and youth organizations, education in special educational institutions. Authoritarian, democratic, liberal, and free education according to the style of education and relationships between students; Pragmatic, axiological, collective, and individual education is distinguished in connection with various philosophical concepts. In the process of education, the main task is to provide education, to continuously improve the knowledge, skills, and abilities of young people, to form their thinking, scientific worldview, and ideological concepts. Ideology is a powerful tool that changes the human psyche, thinking and worldview. His ideas will be effective if they become an expression of people's trust, faith, aspirations and interests. That is why it is necessary to carry out propaganda and campaigning in the field of ideology, taking into account the level of understanding, intelligence and thinking of students through educational ways and methods. Principles of humanity and democracy in education. The teacher's level of knowledge and spirituality is one of the leading factors that

moves society and leads to development. In education, it is necessary to recognize the human personality as a high social value, to respect the uniqueness and individuality of each person, and to take into account his social rights and freedom.

Democratization of education - this means putting education above administrative needs and interests, changing the nature of pedagogical relations between teachers and students based on mutual trust and cooperation. Democratization and humanization of educational activity involves rethinking its essence and content. It ensures the development of a person and the realization of his identity. Priority of national and universal values in education. It is important to familiarize young people with the values and rich culture of our Motherland, to form their requirements for acquiring cultural and religious knowledge, to improve their skills and enrich them, and to form aesthetic concepts. It is impossible to understand the national identity and the sense of national pride without deep knowledge of the centuries-old values of our people and the rich cultural heritage. The cultural assets created by him serve as an important tool in the education of young people. Through the works of great thinkers, students will have a broad idea of the rules of good morals, happiness, honesty, purity, kindness, and respect for parents. Humanity includes the best moral qualities of a person, such qualities as friendship, loyalty to parents, hard work, and piety. Therefore, the best qualities of a person have been passed down from generation to generation.

Direction of consistency, systematicity, harmony, and continuity of educational influences in education. Consistency is very important in educational work. Education is a long-term process, so it is necessary to observe consistency and continuity in their work. This rule envisages the joint work of all the units involved in education. Because the system should cover not only young people, but all layers of the population. Education is a regular influence on the psyche of the student in order to inculcate the qualities favorable to his upbringing. The process of education is a process that is carried out from birth to the end of a person's life. During education, the student's views and outlook on life are gradually formed. In the process of education, various abilities of a person develop, ideological, moral,

political and aesthetic qualities are formed. His outlook is formed and his physical capabilities develop. The main feature that distinguishes a person from other creatures is his education. Its edges are countless. No matter how many successes or missed opportunities each person has achieved in his life, the reason for all this is, first of all, his character and upbringing.

Our nation has been rich in moral qualities since time immemorial. (Marco Polo said, "The light comes from the East"). While raising children, our ancestors attached great importance to their behavior, speech, how they behave in front of people, what they think about, and how they achieve their goals. The educational process is based on the rich experience of Central Asian scholars and folk pedagogy. Eastern etiquette has been formed for thousands of years based on the rules of Islamic education. Holy Qur'an, Hadiths, and works of Eastern scholars and philosophers served as the source of our education. Islamic education covers all aspects of Muslim life, even down to the smallest aspects. The most important thing is that Islamic manners make it necessary to bring up children in the spirit of being honest, pure, hardworking, seeking knowledge, and respecting adults, especially parents. Sufi teachings also have an educational character (Sharia, tariqat, enlightenment and truth). Islamic education aims to educate a person in 5 ways:

- Moral education
- Mental education. Refinement education
- Body or physical education
- Work education. Religious and spiritual education
- Conscientious-personal education

In all eras, the main goal was to educate not only a person who has knowledge, but also a person who is developed in all aspects, who can fully use his capabilities and show his abilities. The process of upbringing differs from the process of education in its essence. This essence consists of:

- The educational process is a multifaceted;
- Continuous process, that continues from the birth of a person to the end of his life;

- It is a process full of contradictions;
- The result is not obvious. Then it gives the result;
- Forms of education are implemented holistically.

Rules of education are the basis of leadership, which are used in order to better organize the pedagogical process of education. It is determined by the tasks of human formation. Compliance with these rules in the process of education increases its effectiveness and results. The content, organization, methods and requirements of education are expressed in these rules.

Rules of education:

- Education is aimed at a certain goal;
- Humanism and democracy of education;
- connection of education with life and work;
- priority of universal values in education;
- educating a person in a team, through a team;
- consideration of age and individual characteristics in education;
- consistency and regularity of educational effects;
- compliance with pedagogical laws of education.

Child education is carried out by the child's own activity. His actions should correspond to his capabilities. Each educational task is performed through active actions. Physical development is realized through physical actions, moral development is realized through constant focus on human values, and mental development is realized through thinking activities, and performing intellectual tasks. Failure to take these into account can lead to resistance and laziness, making the education process difficult. Proportional actions of the teacher and the student in their mutual activities. At the initial stage, the pedagogue's activity is stronger than the child's activity, gradually the child's activity increases, and at the final stage, the child does everything himself under the supervision of the pedagogue. Such activity helps the child to feel himself as a subject of activity. This is important in the free creative development of a person. Only in the conditions of affection and protection, the child expresses his relations freely and willingly and develops well. Therefore,

upbringing includes the tasks of showing love for the child, understanding him, helping him, protecting him and forgetting his small mistakes. Every activity must be aligned with a successful situation. This is the child's internal satisfaction with his activity and its result. In upbringing, it is very important that every child feels the situation of success.

Methods of educational influence, means and forms of its practical application. The effectiveness of education largely depends on the development of social institutions in society. In the formation of spiritual and human qualities in a future doctor, the environment and attitude in the family, surroundings, and society play an important role. The effectiveness of education aimed at a specific goal depends on the method used by the educator. The method, that is, the method, the nature of information transmission and reception depending on:

- Expression through words. Demonstration.
- A practical example. Encouragement and punishment. Mobilization of the will.
- Formation of social consciousness.
- These methods are divided into the following groups.

The first group - verbal transmission, advice, hearing information, story, lecture, conversation and other methods; The second group - movies, visual arts, visual arts and other visual education methods; The third group is to teach aspects of education through practical labor actions, to set an example, to show the work of others as an example. The fourth group is the approval of well-done work, gratitude, economic and moral stimulation.

Educational tools are used to organize the solution of any educational issue in an appropriate way. In addition, films, medical maps, sports and other types of activities involving future doctors can be educational tools. This opinion is also confirmed by the fact that the social status of the family is clearly defined in the Constitution of our country, on this basis the Family, Civil, Housing Codes and other necessary legal documents have been adopted, and the appropriate legal foundation has been created in this regard.

The family is a small part of any society, families unite and form a society. Family well-being is the basis of national well-being. The formation of the human personality begins with the family, at the same time, the family is a complex social group, which is formed as a result of the combination of biological, social, moral, ideological and spiritual relations. Today, a number of positive activities are being carried out in our republic in accordance with the decree of the President of the Republic of Uzbekistan No. PF-3434 of May 25, 2017 and the fulfillment of the goals and tasks provided for in it. Just as the changes in the society affect the family, the changes in the family also affect the society, the family is the main support of the state, the society, the society benefits from its strength, peace, prosperity and stability. It is necessary to bring up a spiritually and physically mature generation in the family, to prepare young people for building a family life, and to equip them with the secrets of modern professions. In this regard, the decision of the Cabinet of Ministers dated July 5, 2017 No. 242 "On the target program of the priority directions of raising medical culture in the family, strengthening the health of women, and the birth of a healthy generation" , the Decree of the President of the Republic of Uzbekistan dated February 2, 2018 "On measures to radically improve activities in the field of supporting women and strengthening the family institution" and the Decree dated June 27, 2018 "On The fulfillment of tasks related to the decision on approving the concept of strengthening the family institution in the Republic of Uzbekistan is of great importance.

In the development of any society, family well-being, family the place of its strength is incomparable. Because the health of a living organism depends on the health of every cell that makes it up, just as every cell has its proper place in the functioning of the whole organism, so the family is a whole unit called the state and society. is a cell that forms an organ. The health of every family, the rule of a positive psychological climate in them, the person who is born as a person in this environment and then, as a citizen of the country where he lives, ensures the development of the economy and social life of his country, The role of the family is important in human development, which is a decisive factor.

Also, the family has a great contribution in the failure of the development of the society to reach the expected level, in the emergence of forces that hinder its development and lead to its crisis. Along with unhealthy, incompetent and conflicted families, the increase in the number of divorces, causing various economic and social damage to the society, a child born and formed in such an unhealthy psychological environment, in a conflict-conflict, mutual lack of compassion, will later not only the formation of a person who is unkind to his parents, siblings, cruel, oppressive, selfish, easily susceptible to the influence of all kinds of negative external forces against the interests of the society, and on this basis, his family, o It can also be the basis for the development of people who are dangerous for their people and their country.

The purpose of the family is to give birth to a child based on the mutual agreement of the two sexes and to ensure the continuity of nature and society. It consists in developing personal characteristics in a child that will help him overcome difficulties and obstacles encountered in his life, intellectual and creative abilities, work experience, moral and physical health. The task of the family is to create, strengthen and preserve the family, to provide the family both spiritually and materially, to raise a well-rounded child in all aspects, to create maximum conditions for the child's growth and development, to give the child the experience of interaction, the child's social , economic and psychological protection, preparing children for useful professions and work for their self-development, personal dignity and respect, personal "I" values. One of the main goals of every person in life is to build a happy family and have a perfect child. To achieve this goal, to be mentally ready to start a family, feeling a sense of responsibility and responsibility, the goals and tasks of the family, features of family education, duties and tasks of husband and wife, parents and children, mutual relations they should have knowledge and experience about the feature. Each family member has their own duties and responsibilities in the family. Give a beautiful name to a child.

Formation of human qualities, education. Make literate. Development according to talent. Vocational training Marriage or marriage. To be fair in the

distribution of inheritance between children. Duties of the child to the parents: Treating parents with respect and honor. Listening to their advice. To be kind and caring to parents. Provide them with both moral and economic support. Helping parents realize their dreams. In the family, men and women have equal rights under the law, but their biological, there is no such equality from the point of view of physical and mental structure. For this reason, there are several differences in the division of tasks of men and women, child-rearing, family work and chores in the family. A man's duty is to provide for the family both materially and spiritually, to protect the family from various dangers, to take responsibility for the family, and to take care of the family. A woman's duty is to create a positive-emotional and psychological atmosphere in the family, to deal with child education, to take responsibility for the internal affairs of the family.

Of course, these are not the only tasks. Every person should use his thinking and intelligence, clearly know his tasks, obligations and duties, and fulfill them with responsibility and love. If these responsibilities are properly distributed, trust and mutual support will increase in the family. Knowing the types of modern families and their socio-psychological characteristics, studying the problems specific to them, will allow you to prevent unpleasant things that may occur in family life. According to the various criteria characterizing the family, it is the following differ:

According to completeness: complete, incomplete and reconstituted (second marriage) families. According to the number of members: nuclear (consisting of parents and children) and multi-generational (consisting of two or more generations) families. According to the social origin of the couple: intellectuals, workers, farmers, servant family, mixed family. According to the level of education of the couple: higher educated, secondary-special, secondary, non-completed secondary, special auxiliary school education and composed of young people with different levels of education family. According to regional aspects: urban, rural and mixed type of family. According to relationships in the family: authoritarian, democratic, liberal, mixed type families. According to the nationality of the spouses: same-ethnic or international families. International families: a) marriages between representatives

of the same nationality, customs or language; b) marriages between representatives of the same nationality, customs or language. According to legal formalization: family on trial (live together, but have not yet formalized marriage, because they try each other in an informal marriage), family on the verge of formalization (live together, the goal of starting a family is clear, but formalization is delayed for some reasons), married family, extramarital family (some men's second, third legally unofficial family). Each family as a social system performs certain functions in front of the society. When talking about the social functions of the family, on the one hand, it is necessary to take into account the influence of society on the family, and on the other hand, the place of the family in the general social system, the social (public) functions that the family solves.

The institute of family performed the following main functions in all previous societies. They are:

- Creation, strengthening and preservation of the family (reproductive function);
- Providing for the family both spiritually and materially (economic function);
- Raising a well-rounded child, creating maximum conditions for the child's growth and development (educational function),
- Giving the child interaction experiences (communicative function);
- Social and psychological protection of the child (relaxation function);
- To prepare children for self-management of useful professions and work.

Resolution No. 365 of the Cabinet of Ministers dated August 25, 2017 "On improving the procedure for medical examination of married persons", July 5, 20162 "Increasing medical culture in the family, strengthening women's health, healthy Implementation of Decision No. 242 "On improving the target program for the birth of a healthy generation and the priority directions of its upbringing" is aimed at finding a solution to such problems as the strengthening of families and the birth of a healthy generation in our society. The strength of the so-called family, the sacred space, the "family castle" depends on the characteristics of the pre-marital factors that are the foundation of this castle, and to what extent they are properly and firmly

established. If this foundation is mature and solid, the building built on it will be beautiful, bright, and will provide comfort, peace, peace, and happiness to its residents. Premarital factors are a complex of multifaceted factors that include many social, economic, biological, physiological, spiritual, moral and, most importantly, psychological factors that are the basis for the occurrence of one or another marriage. consists of, and determines to what extent young people who are starting a family are "mature" for the family life they are building. The concept of maturity for marriage, in turn, is a very complex and relative. Because a person is a creature that is constantly developing and improving, regularly reaching new heights in professional activity or spiritual and moral development. When talking about the "maturity" of a person, especially the maturity for marriage and family life, this concept is defined as a certain generally accepted standard, an average norm, a certain conditional "unit of measurement", indicators and so on. used only as such. "maturity" is an indicator that determines the qualitative and quantitative characteristics of reaching a certain stage, phase, limit of development with a certain accuracy. The issue of a person's readiness for marriage and family life is a very complex indicator that has an individual character that cannot be measured by any strict criteria. Pre-marriage factors include: the maturity of young people who are building a family; their motives for starting a family; their period of knowing each other before starting a family (how long they have known each other), terms and conditions; it is possible to include such things as their imaginations about their future family life. Of course, each of these factors can have a different character in different young people, while each of them, in turn, differs into several more types. When it is called maturity for marriage, it is possible to distinguish the aspects of maturity of young people who are building a family, such as physical (physiological), sexual, legal, economic, spiritual-ethical, spiritual.



### **Task № 3. Questions on the topic:**

1. What is the importance of educational principles?
2. What do you mean by "targeted education"?

3. What is the significance of the principles of humanity and democracy in education today?
4. What are the methods that form social consciousness?
5. Explain the mechanisms of self-discipline.
6. What are the components of education?
7. Do you know the family and its goals?



**Task № 4.** Watch the video. Discuss the trends in educational technologies. What are the positive and negative aspects of digital technologies for the development of the educational process.



<https://youtu.be/xMajRhCYCnQ>



**Task № 5.** Think about the importance of the information prepared by the author of the video.



[https://youtu.be/okJYsMi2\\_jk](https://youtu.be/okJYsMi2_jk)



**Task №6.** Independent works: "Modern methods of assessing the knowledge, skills and qualifications of learners. The essence and content of the educational process in medicine" preparation of a presentation on the topic.

**Reference:** <http://www.pioneershiksha.com/news/3073-the-essence-of-education.html>

**Theme №12: PEDAGOGICAL TECHNOLOGIES AND THEIR ACTION. PEDAGOGICAL SKILLS. PEDAGOGICAL CREATIVITY AND PEDAGOGICAL COMPETENCE.**



1. About pedagogical technologies
2. General pedagogical knowledge and pedagogical skills



### 3. Pedagogy in education and pedagogical creativity



Time to think! What can you say about this quote?

The quote card is a white rectangular box with rounded corners, containing a quote by Mark Doren. The quote reads: "The art of teaching is the art of assisting discovery." Below the quote, it says "Mark Doren". In the bottom right corner of the card, there is a small circular logo with the text "quotefab.com". The background of the slide shows a person sitting at a desk with a laptop, and the number "5" is visible in the bottom right corner.



**Task № 1.** First read the questions and try to answer them. Then check your answers with the given answers.

*What are pedagogical technologies of teaching?*

What is Pedagogy in Education? Pedagogy is defined-termed as the specific - unambiguous approach an educator-educationalist takes to get their message across to a group of students-educationalist.

*What is the essence of pedagogy?*

The definition of pedagogy refers to how we teach-explain—the theory and practice of educating. Curriculum-Program of study refers to the material being taught. Pedagogy, meaning the relationship- correlation between learning

techniques- procedures and culture, is determined based on an educator's beliefs about how learning takes place

*What are the 5 pedagogical approaches in education?*

The five major approaches are Constructivist, Collaborative, Integrative, Reflective and Inquiry-based Learning

*2) What are 3 technologies that are used in teaching?*

### **Top 8 education + classroom technology tools:**

- Education technology.
- Video conferencing platform.
- Smart video cameras.
- Hybrid technology.
- Asynchronous learning tools.
- Synchronous learning tools.
- Online textbooks.
- Learning Management Systems.

*What is the classification of pedagogical technologies?*

Pedagogical technologies can be further split into two groups: tool-based technologies and program-based technologies.

*3) What are pedagogical examples?*

Examples of pedagogical skills include: Alternating-changing your tone of voice. Asking students questions to find out their prior-past knowledge. Rewards for effort.

*What are the 4 essential learning theories of pedagogy?*

At a glance. There are five primary-crucial educational learning theories: behaviorism, cognitive, constructivism, humanism, and connectivism.

*What is the importance of pedagogical teaching?*

The main motive of pedagogy is to generate and progress the education methods, skills, and attitudes of learners. It directs students to get a convenient - appropriate understanding of the subjects and helps them apply those learnings in their daily lives outside of the classroom

*What are the four components of pedagogy?*

There are four crucial- critical dimensions in multiliteracies pedagogy (The New London Group 1996): Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice. These four components of multiliteracies do not follow a hierarchical-graded order, but are interactive in complicated - convoluted ways.

*What is the role of pedagogy in medicine?*

The faculty therefore uses medical pedagogy to deliver instruction-coaching to medical students, and given that the various teaching modalities are constantly evolving, teaching strategies, student learning strategies, as well as strategies for evaluating students' knowledge, skills and abilities must be adapted, modified.

*What is the importance of pedagogical knowledge?*

The main aim of pedagogy is to build on previous learning of the students and work on the development of skills and attitudes of the learners. Pedagogy enables the students to get a thorough understanding of the subject and helps them in applying those learning in their daily lives outside of the classroom.

*What is general pedagogical knowledge?*

General pedagogical knowledge (GPK) describes the knowledge-data of principles and strategies of classroom management and organization that transcend-superpass subject matter.



**Task № 2. Interpret the text information below using the insert technique,**

**INSERT (derived from the English word - INSERT - interactive Note - system - system for Effective - effective reading - reading and - and Thinking means thinking).**

**1) An interactive system of putting in the text for effective reading and thinking about.**

**Specify text:**

**(√) - Information confirming my knowledge;**

**(+) - New information for me;**

Pedagogical activity is the professional activity of a pedagogue aimed at solving=cracking the tasks of providing education and training to students and is carried out with the means of pedagogical inspiration. The teacher accomplishes various types of this activity: teaches, educates, guides, organizes, propagates, engages in self-reliant learning. All of these are focused directly or indirectly on answering the tasks of education and upbringing. During the pedagogical activity, the motivational-target stage, the stage of understanding the situation is manifested; purposes are born, mental training for activity is formed, goals and tasks are established and transformed, the pedagogue's impact on the mental development of students is matched, methods of pedagogical self-analysis (diagnostics, predictions and control) is used, the allotted task is solved, and pedagogical defects are eliminated. Pedagogical activity, like other types of human activity, consists of different characteristics: goal, object, subject and means. These ones are:

Firstly, the goal of pedagogical activity is determined by society, that is, the result of pedagogical activity is related to the interests of society. It is necessary that his work should be focused on the development of the personality of young people in all aspects. Pedagogical activity ensures the social cohesion (sequence) of the generation, transfers the experience of one age group to the next, directs young people towards social relations, realizes the natural possibilities of a person to gain social experience.

Secondly, the activity of a pedagogue is always related to the management of personal activity. It is vital that the pedagogical goal becomes the student's goal. It will not be easy to achieve. It is necessary for the teacher to clearly imagine the goal

of his activity and the ways to achieve it, and to be able to tell them that achieving the goal is also important for students.

Thirdly, it is difficult to accomplish the activity of the student in the pedagogical (education, training) process, because the teacher's goal is always directed towards the future of the student. A pedagogue visualizes this goal more clearly than a student. In many cases, the student, due to the lack of life proficiency, lives with the worries of the present life and today, and cannot fully envision the future. Creative pedagogue Sh. A. Amonashvili calls this inconsistency "the main tragedy in education". Comprehending this, skilled pedagogues design their activities to meet the needs of students, i.e. to acquire knowledge, skills, and qualifications. This shows the essence of cooperative pedagogy, that is, "subject-subject" relations. The term "pedagogical skill" is used in the accessible pedagogic sources: "teacher-educator's pedagogical ability<sup>1</sup>", "teacher's communication culture and speech art<sup>2</sup>", "pedagogical politeness, manners and ethics<sup>3</sup>", "attitude to various pedagogical situations<sup>4</sup>", such metaphors as "self-education and scientific and creative work on oneself<sup>5</sup>" are given. Pedagogical skill is the association of all forms of the pedagogical (educational - educational) process in the most convenient and effective way, directing them towards the goals of personal development, forming a worldview, skills in students and instilling in them a tendency to activities necessary for society.

In the implementation of continuous education, pedagogues, teachers and educators must have the skills to labor with personnel. For this reason, every master and teacher needs skill to study the laws and contents of the science of pedagogy in every way, to apply it in the education of the young generation. Skill is a characteristic of a person developed through experience, a theoretical level of professional skills formed on the basis of flexible skills and creativity in a field. Skill - serves in the formation of professional pride in the process of instilling respect for the chosen profession of young people. In this regard, it is essential for the teacher-educator to have skills in raising a mature generation. The skill is used to give a description of the profession, to acquire the mastery level in the educational process,

and to describe the professional abilities in the performance of a certain task in the educational process. They researched different directions of teacher's skills in the study of skill and its irreplaceable characteristics. Mastery is art, mastery is research, mastery is the ability to use pedagogical technologies, mastery is the teacher's ability to organize his activity on a scientific basis and educate himself. The multifaceted activity of the teacher and his ability, being an excellent artist and selfless, and the issue of educating students to become well-rounded people is one of the urgent issues at the level of state policy. Therefore, future teachers should acquire pedagogical skills. A teacher with pedagogical skills is an important leader who is able to overcome difficulties in education, who can understand the inner world of the growing young generation, who can feel their feelings, who skillfully adapts to the nature of a child whose inner world is delicate and vulnerable. They are people who are careful, have wisdom and creative courage, scientific analysis, imagination and fantasy, deep scientific thinking.

Pedagogical skills embrace pedagogical knowledge, understanding, as well as skills in the field of pedagogical techniques, which allow to achieve more results with less effort in education.

Pedagogical skill gives a pedagogue unusual energy, determination, diligence, the desire to conduct research, the ability to enter a new situation, a new team, sincerity, correctness and honesty, a sharp mind, one tool for another. requires the ability to check with Pedagogical ability is characteristic of a pedagogue, which allows for the rational organization and conduct of pedagogical activity, and is important in ensuring the effective performance of practical tasks. Psychologist F. N. Gonobolin suggests dividing pedagogical skills into the following types: didactic, academic, perceptive, speech, organizational, authoritarian, communicative, pedagogical imagination (creativity), attention distribution skills. Understanding of pedagogical techniques. Pedagogical system consists of a set of general pedagogical skills necessary for a teacher in academic and extracurricular activities.

First of all, as a component of the pedagogical technique, the teacher's speech skills, that is, to speak literately, to express his speech in a beautiful and

understandable, impressive way, to express his thoughts and feelings clearly in words. the ability to express can be mentioned. Another component of the pedagogical technique is the teacher's mime and pantomimic expressiveness. A clear gesture, a meaningful look, an encouraging or sarcastic smile will be more effective means of communication than wordy explanations or objections in having a pedagogical effect.

Communication culture, functions and means of the pedagogue. Pedagogical communication is a professional relationship aimed at creating the most comfortable psychological environment between a teacher and a student in class and outside of class. Due to poorly organized pedagogical dialogue, fear and insecurity appear in the student, attention, focus, and diligence decrease, the dynamics of speech are disturbed, and independent thinking decreases. A teacher should be friendly to children. Proponents of humanistic pedagogy recognize that education should be conducted only in a cooperative manner. Pedagogical communication is manifested as a manifestation of the teacher's professional activity. During the pedagogical dialogue, new information is given to the student or ideas are exchanged; activities based on mutual cooperation between the teacher and students are organized; a wide path is opened to the possibilities of persons entering into dialogue; pedagogical correctness of the teacher's personal opinion occurs, and the participants of the dialogue are satisfied with each other. Pedagogical communication as a social-psychological process is characterized by the following functions of communication: exchange of information, self-awareness, exchange of social roles, organization of activities, inclination to compassion (sympathy), etc.

The information exchange function of communication provides the process of exchange of materials and values and creates an environment of collaborative research for the educational practice. Pedagogical communication tools can be organizing, evaluating, encouraging discipline (giving instructions, assessing discipline and reprimanding). The style formed as a method of communication manifests itself in practice with its three forms: cooperation between the teacher and students in acquiring knowledge (democratic style), the teacher's pressure on

students and their lack of activity (authoritarian style), forms of teacher's neutral attitude towards students and his aberration from the problem being solved (liberal style);

There are also four essential aspects of forming productive communication process between pedagogue and students n the pedagogical-educational process:

1. The communicative situation includes the same interaction ("adjustment from the side"), pressure on the other participant ("adjustment from above"), coordination with the other participant ("adjustment from below").
2. The character of giving an emotional tone in communication changes from positive to negative through the neutral case. All this generates an atmosphere of communication, a convinced climate in the classroom.
3. Mature pedagogical communication implies the teacher's self-control, communication process and results.
4. The teacher embodies pedagogical delicacy, which is understood as a measure of the suitability of the selected tools to the tasks and conditions in the course of a properly organized pedagogical dialogue.

Pedagogical communication has its own complications. Sometimes an inexperienced teacher does not understand that pedagogical communication is a part of his activity, does not plan it, does not improve communication methods. It is important for each teacher to investigate his "subject-subject" relationship in order to create a well-founded program of work on pedagogical communication methods. Future teachers should perform a number of calisthenics to mature their professional communication skills, in particular:

- a) To determine the subjective views of the student in communication; identifying tasks that need to be solved rationally in communication with this student, for example, correcting his actions or simply creating a mood of confidence in him;
- b) To help overcome psychological obstacles that occur in communicating with the student;

c) Being able to listen to the opinions of others, agree with them, sympathize.

Evaluating the results of communication and comparing them with the tools used.

During the pedagogical dialogue, the temperament of the teacher, his worldview, personal position, ideological-political level, and professional training become important. At the same time, the general and managerial ability of the teacher, his inclinations, character, temporary mental states, as well as accumulated experience are important. Combined indicators such as the individual style of activity are used to characterize the personality of the teacher, including the discrete style of activity (a stable unity of tasks, tools and methods of pedagogical activity and pedagogical communication that are compatible with the individual psychological characteristics of this person); creativity (for example, as in the case of an innovative teacher, subjectively new for this teacher, as well as objectively new pedagogical activity for the science of pedagogy, and searching for and finding new tasks and means of pedagogical communication); socially active way (the effectiveness of the teacher's testimony, the unity of his words and work). A mature person always strives for further development, and this also applies to a teacher. One of the ways of self-education of a person from a professional standpoint is to analyze his qualities and feelings, as well as the stable characteristics of pedagogical activities and communication, the results achieved in the education and childhood of students.

Pedagogical art and skills, their parts and social importance. In the process of education, the teacher involves the students in performing various elements of the lesson, gives them the opportunity to participate in the roles of organizer and executive. Communication gives an opportunity to understand the identity of a person. One of the main responsibilities of the teacher is to help the student to understand his "I", teach him to know his value and identity, to evaluate himself. In the pedagogical process, communication is established with the help of exchange of roles. In this, socially formed behavior is involuntary. The exchange of social roles ensures the comprehensive manifestation of the individual, removing the mask and

entering the role of another person entering the role and thereby influencing the process of perceiving a person through a person. Especially today, through interactive methods, teachers use person-role form in the educational process, invite students to perform some elements of the lesson, allow each student to play the role of a teacher. Showing the value of one's personality is also manifested as a function of communication. One of the most essential functions of communication is empathy. It is realized in the process of forming the ability to understand other people's emotional state, to approve the point of view of others, and it normalizes the relations in the team. It is very critical for the teacher to understand the wishes of the student and understand the need to influence the student based on them. Knowing the functions of communication helps teachers to organize communication with students in and outside of the lesson as a holistic process. Modeling pedagogical communication. "Modelling - researching objects of knowledge based on one's own concepts; learning through models in order to learn the characteristics of processes and events"<sup>1</sup>. When preparing for the lesson, it is necessary to use all functions of communication in a holistic way. A experienced teacher should plan to model lessons not only to provide information about science, but also to create conditions for students to express themselves and show their personal abilities. Kan-Kalik, a scientist who conducted research on communication and its structure, believes that the teacher should pay distinct attention to the students who need his help, find ways to interest each student, organize work based on cooperation and creativity in advance. should think about it.

Knowledge of communication techniques helps the teacher to properly organize his actions in each situation. The mistaken pedagogical behavior or the use of the wrong form of communication chosen for interaction, that is, lack of training for communication from the point of view of its implementation, disagreements between the teacher and the student may be the cause. We will focus on the following tools that increase the efficacy of communicative interaction. The phrase adaptation to communication was introduced by K.S. Stanislavsky, and it means organizing the composition of communication by choosing a system of mental mimicry and

pantomime, speech and movement methods adapted to the problem being solved and the characteristics of the pedagogical situation. Any act of human communication consists of a system of edition to the object. It is necessary to take them into account when modeling pedagogical communication, because in the professional communication of doctors increases the effectiveness of the interaction.

Education is one of the most important sectors that are attractive with pace. With every coming year, substantial improvement is making the education ecosystem improve rapidly. So instructors, do you know what pedagogy is in education and learning and how it can help institutions grow rapidly? Let's discuss the importance of pedagogy in education and learning.

### **What is pedagogy in education?**

Pedagogy in education is a concept of teaching students, whether it is the theory or practice of educating. It can be said that pedagogy is a relationship between the culture and techniques of learning. The main motive of pedagogy is to create and develop the learning methods, skills, and attitudes of learners. It directs students to get a convenient tolerant of the subjects and helps them apply those learnings in their daily lives outside of the classroom.

### **How Pedagogy can help faculty improve teaching?**

Looking upon teaching in pedagogy, it is playing a vital role in advanced education delivery. It can be referred to as an understanding of how the students can learn. The teachers are also attentive to presenting the syllabus to the students in a way that is necessary to the needs of students. Pedagogy also demands the right way of interaction and communication between the faculty and students along with creating a necessary impact on the students' minds.

Faculty members who teach advanced education to students can focus on teaching & learning pedagogy. For them, it is an approach that has optimized the larger responsibilities of faculty giving accurate information to students. The faculty members get a clear understanding of how the students are doing concerning their learning and can also focus on the effective target language.

The importance of pedagogy in education lies in the following actions:

I. Improves Quality of teaching and learning if implemented properly and effectively, pedagogy can help improve classroom learning and quality of teaching to show a far-reaching improvement. It will also help students resulting in improving their overall performance and learning, also allowing them to learn thoroughly and enhancing learning outcomes.

II. Boosts cooperative learning atmosphere. The notion of pedagogy in education helps in reassuring students to work together towards learning and completing all operations. This also helps in improving their perception by understanding and taking views from other students, along with adapting to the supportive learning environment making education better and growing.

III. Removes repetitive and monotonous learning. Pedagogy helps students to develop objectives along with self-grooming. It also allows educational institutes to move beyond the traditional and old methods of memorization and comprehension of teaching and learning. It provides complex processes of learning through which students' progress can be analyzed and evaluated. Along with all these, it also provides students and faculty with a different form of learning and teaching.

IV. Allows students to study more efficiently. An appropriate and well-thought-out plan for pedagogy can help students to grasp education in various ways. It creates the learning abilities of different students. Students are also allowed to take their chosen ways of learning and stick to them.

With all this, it provides students with a better understanding of the subject, which can eventually improve all the skills, learning, and development outcomes.

Boosting communication is also one of the vital factors that make students and faculty relationships better. Institutions opting for the concept of pedagogy can help the faculty understand the student in a better way, generating them to focus on the student's weaknesses and guide them accordingly.

So, how Academia can help progress education delivery in establishments?

Academia ERP/SIS is a robust, feature-rich, analytics-equipped, user-friendly platform, built on a front-line and flexible architecture. It enables educational

institutions to automate & streamline their functions/processes for both learning and administration.

Academia can help educational institutions increase overall education delivery by opting for pedagogy. The software we deliver to institutions, helps them attain and manage all their academic and administrative operations. It also provides faculty and students with the best atmosphere to learn, communicate, and connect efficiently.



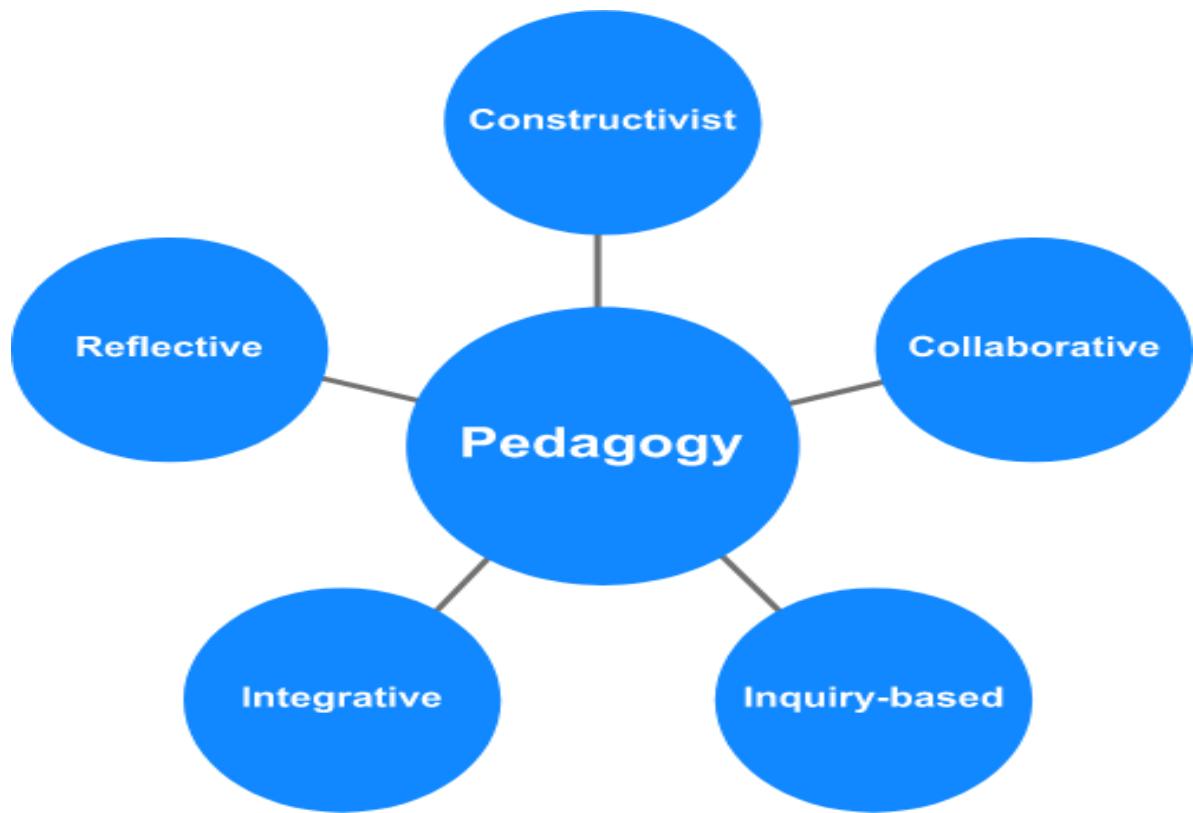
### **Task № 3.**

#### **Questions on the topic:**

1. Explain distance education in pedagogical technologies.
2. What are the paradigms of modern education?
3. What do you mean by innovative education?
4. Classify traditional and non-traditional methods in the educational process.
5. Explain distance education in pedagogical technologies.
6. What are the paradigms of modern education? 13. What is pedagogical skill?
7. Explain the communication culture, functions and methods of the teacher.
8. What is included in the modeling of pedagogical communication? Independent study topics



### **Task № 4. Explain the relationship between the words given in the picture.**



**Task № 5.** Watch the video and what do you think makes a good teacher great?

**WATCH THE  
VIDEO**



<https://youtu.be/vrU6YJle6Q4>



**Task № 6. Independent work:**” 1. Necessity of using modern pedagogical technologies in medical education. 2.The concept of competence in pedagogy.” preparation of a presentation on the topic.

**Reference:**

<https://www.academiaerp.com/wp-content/uploads/2022/04/Teaching-and-Learning-Pedagogical-Approaches.jpg>

## APPENDIX.

1. THE MONITORING OF BEHAVIOR IN A NATURAL ENVIRONMENT IS KNOWN AS:

- a) case study
- b) survey
- c) naturalistic observation
- d) psychological testing

2. SURVEY IS A TECHNIQUE FOR GATHERING INFORMATION FROM:

- a) a large number of users
- b) one user
- c) two users
- d) three users

3. THE FRENCH PHILOSOPHER WHO CONSIDERED THE ISSUE OF FREE WILL, ARGUING IN ITS FAVOR AND BELIEVING THAT THE MIND CONTROLS THE BODY THROUGH THE PINEAL GLAND IN THE BRAIN IS:

- a) Charles Darwin
- b) Aristotle
- c) Plato
- d) René Descartes

4. WUNDT BEGAN THE FIELD KNOWN AS:

- a) functionalism
- b) structuralism
- c) behaviorism
- d) cognitivism

5. THEY WERE THE FIRST TO REALIZE THE IMPORTANCE OF UNCONSCIOUS PROCESSES:

- a) the structuralists
- b) the functionalists
- c) the behaviorists
- d) the cognitivists

6. HE GREATLY INFLUENCED THE FUNCTIONALIST SCHOOL'S THEORY:

- a) Wilhelm Wundt

b) Charles Darwin

c) Sigmund Freud

d) Erik Erikson

7. BEHAVIORISTS WERE INFLUENCED IN LARGE PART BY THE WORK OF:

a) Sigmund Freud

b) Carl Jung

c) Charles Darwin

d) Ivan Pavlov

8. COGNITIVE PSYCHOLOGY USES THE ANALOGY BETWEEN THE BRAIN

AND:

a) computer

b) society

c) culture

d) nature

9. PSYCHOLOGICAL ASSESSMENT AND PSYCHOTHERAPY ARE CENTRAL TO THE PRACTICE OF THIS BRANCH OF PSYCHOLOGY:

a) cognitive psychology

b) forensic psychology

c) clinical psychology

d) sport psychology

10. THIS PSYCHOLOGY FIELD INVESTIGATES INTERNAL MENTAL PROCESSES, SUCH AS PROBLEM-SOLVING, MEMORY, LEARNING, AND LANGUAGE:

a) cognitive psychology

b) developmental psychology

c) forensic psychology

d) neuropsychology

11. THESE PSYCHOLOGISTS WORK IN THE CRIMINAL JUSTICE SYSTEM:

a) forensic psychologists

b) clinical psychologists

c) health psychologists

d) social psychologists

12. THIS FIELD EXAMINES PEOPLE'S INTERACTIONS WITH OTHER PEOPLE:

a) personality psychology

b) industrial-organizational psychology

c) social psychology

d) cognitive psychology

13. THE RESEARCHER SHOULD AVOID IT UNLESS THERE IS NO ALTERNATIVE:

a) confidentiality

b) deception

c) debriefing

d) informed consent

14. IN THE WORD "PSYCHIATRY" THE SUFFIX "-IATRY" REFERS TO:

a) psychological assessment

b) psychological help

c) psychological testing

d) medical treatment

15. FOR MEDICAL PRACTITIONERS THE MOST IMPORTANT PSYCHOLOGICAL SKILL IS PROVIDING GOOD:

a) medical assessment

b) evaluation and treatment

c) medical knowledge

d) doctor-patient communication

16. AS AN INDEPENDENT SCIENCE THE PEDAGOGY WAS ESTABLISHED ONLY APPROXIMATELY IN THE:

a) mid-17th century

b) mid-18th century

c) mid-19th century

d) mid-20th century

17. PEDAGOGY IS CONCERNED WITH ALL FORMS AND MEANS OF:

a) treatment

b) education

c) support

d) evaluation

18. IN THE PAST, PEDAGOGY USED TO DEAL PRIMARILY WITH THE EDUCATION OF:

a) the entire population

b) adults

c) children

d) adolescents

19. THE PROCESS OF ACTIVITY, DURING WHICH ONE PERSON IS LEARNING AND ANOTHER IS MEDIATING THE LEARNING IS KNOWN AS:

a) developmental process

b) educational process

c) learning process

d) upbringing process

20. HE INSISTED THAT THE AIM OF EDUCATION IS TO DEVELOP STRENGTHS AND TALENTS HARMONICALLY:

a) John Lock

b) J. J. Rousseau

c) J. B. Bassedow

d) J. H. Pestalozzi

21. HE INSISTED THAT THE AIM OF EDUCATION IS TO RAISE A FREE HUMAN:

a) John Lock

b) J. J. Rousseau

c) J. B. Bassedow

d) J. H. Pestalozzi

22. THE AIM OF EDUCATION DURING CONTEMPORARY ERA WAS:

- a) to achieve harmony of the physical and intellectual aspects of personality
- b) growth and development of humans
- c) to educate satisfied and practically-minded people
- d) to raise a free human

23. THE AIM OF THIS EDUCATION IS TO DEVELOP SPEECH AND COGNITIVE PROCESSES:

- a) moral education
- b) occupational education
- c) intellectual education
- d) physical education

24. THE AIM OF THIS EDUCATION IS TO CULTIVATE THE PHYSICAL AND PSYCHOLOGICAL ASPECTS OF PERSONALITY AND BOOST ONE'S HEALTH AND HEALTHY LIFESTYLE:

- a) physical education
- b) aesthetic education
- c) intellectual education
- d) moral education

25. THE AIM OF THIS EDUCATION IS TO CULTIVATE THE ABILITY TO PERCEIVE, UNDERSTAND AND EXPERIENCE BEAUTY:

- a) physical education
- b) occupational education
- c) intellectual education
- d) aesthetic education

## **GLOSSARY (Psychology)**

**Ability** is the individual-psychological characteristics that are considered a condition for the successful implementation of personal activity, manifested in the

differences that arise in the dynamics of acquiring knowledge, skills and qualifications. Ability is the morphological and functional characteristics of the structure of the brain, sense organs and actions, which are manifested as the initial natural condition for the development of abilities.

**Adaptation** - (lat. "adapto" - to adapt) - is a state consisting of a change in certain sensitivity as a result of adaptation of sense organs, i.e. organs (analyzers) to the power of impression. In the event of adaptation, sensitivity may increase or decrease.

**Affect** - (emotional outburst, frenzy) is a condition that quickly overwhelms a person and passes violently, they are characterized by a significant change in consciousness, a violation of behavioral control, a person's self-esteem. is distinguished by his inability to perceive, as well as the fact that his whole life and activities have changed.

**Age-related psychology** is a field of psychology that studies the laws of mental development of a person from birth to the end of his life, that is, ontogenesis.

**Anticipation** - (lat. "anticipatio" - foreknowledge, notice, precognition, ingenuity in uncovering the essence of the event) is expressed by a person in creating a plan and model for realizing the goal of activity.

**Apperception** is the determination of the process of perception by a person's previous knowledge, personal and social experiences, interests, motivation, needs and habits, in general, all the content of mental life.

**Attraction** is a phenomenon of human perception of a person (manifested in the relationship between oneself and another), which makes the soul "jeez" and is related to the unconscious. This phenomenon has several sources, arises under the influence of triggers, motives.

**Authoritarian method** - in this, interpersonal equality, free behavior, and initiative lose their importance.

**The biogenetic concept** is a direction that determines the development of the human personality with a biological factor, that is, a hereditary factor.

**The biography method** is an oral and written information about a person's life, work, creativity. In this, the biographies, diaries, letters, memories, evaluations, reprimands, reviews of other people's works occupy a special place.

**Causal attribution** is the explanation of a person's reasons for his actions, intentions, thoughts, motives of behavior by attributing them to other people.

**Character** is formed under the influence of the social environment and is expressed in a person's attitude to the surrounding reality and to himself.

**Cognitive dissonance** is the discomfort a person feels when their behavior does not align with their values or beliefs. It can also be considered as the emergence of intellectual feelings such as excitement, surprise, interest, amazement, bewilderment, doubt, that invites a person to search for new knowledge and find solutions to problems.

**Communication** is a multifaceted process of the development of bonds between people arising from the needs for joint activity. Communicative activity is one of the primary types of activity manifested in the process of individual development of a person, and it is one of the strong needs of a person - to be a person, to speak like people, to understand them, to love, to have mutual relations.

**The communicative aspect of communication** is defined as the exchange of information, including the exchange of information between the actors involved in the communication.

**Conformism** is a phenomenon that explains the individual's submission to the influence of a group or majority.

**Democratic method** - in this method, conversations, discussions, opinions are subordinated to the spirit of mutual equality, mutual respect, and spheres of influence are hidden.

**Denial** is a defense mechanism that is manifested in the individual's protection from the experiences that threaten him, by withdrawing from their existence.

**Depression** is a pessimism about the present and the future, constant low mood, fatigue, lack of desire to do anything, and slowness of thinking. Depression is a mood of depression, sadness, and gloom.

**Differential psychology** is the study of differences in individual behavior and the processes behind them. It is the study of developing a taxonomy of psychological individual differences.

**Distraction** is a defense mechanism that represents the direction of the feelings arising in relation to the object that caused the anxiety of the person to another object. Distraction is a negative characteristic of not being able to focus on a specific object.

**Emotion** - the word "emotion" ("emotion") and "feeling" are often used as synonyms. When the word "emotion" is accurately translated into Uzbek, it means mental excitement, mental movement.

**Endopsychism** is reflected in the interdependence of psychic elements and functions as internal parts of the psychic structure of a person.

**Enthusiasm** is a state of striving for a specific goal, activity with great strength and desire.

**Exopsychic** is a person's attitude towards the external environment, all aspects that are opposite to the person, interpersonal and objective attitude.

**Experimental psychology** is a general field of research of mental phenomena using experimental methods. In the middle of the 19th century, practical experimental-psychological studies were conducted on psychological phenomena for the first time. V. Wundt made a great contribution to the emergence of experimental psychology as a science.

**Exteriorization** is the direct transfer of ideas formed in the mind to external actions or external activities.

**Exteroceptive senses** are adapted to reflect the properties of objects and events in the external environment, and their receptors are located on the surface of the body.

**Extraversion** is an expression of an attitude, based on external impressions, in which the activity and reaction of a person is to a large extent extraordinary.

**Facilitation** is derived from the English word "facilitate" and means "to make easier", it means the increase of activity of a person due to the presence of others, ease of work and efficiency.

**The feeling** is an internal attitude of a person to what is happening in his life, what he learns or what he is doing.

**Frustration** is a state of loss of purpose and derailment of a plan due to constant stress.

**Game activity** is an activity that is mastered by the child through imitating the complex and diverse activity norms and symbolic patterns of actions in society, even if it does not directly imply the creation of any material or spiritual benefits.

**General psychology** - general psychological laws, mechanisms, complex internal connections, theoretical and methodological principles, scientific research methods, phylo-ontogenetic changes of the psyche, scientific concepts and categories, knowledge is a field of science that studies processes practically and theoretically.

**Hallucination** is a psychopathological phenomenon (mental illness) of perception, which consists in the appearance of various images (hearing of voices, feeling of ghosts) in the human mind without directly affecting the body analyzers of the perception and events in the obvious reality. A group is an association of people gathered on the basis of specific social activity goals, whose communication needs are met, and there are two main criteria, namely the existence of an activity (communication, play, study, work) and there is an opportunity for human interaction.

**Halo effect** is the tendency for positive impressions of a person, company, country, brand, or product in one area to positively or negatively influence one's opinion or feelings in other areas. If a person has a positive impression of his object in the process of communication, he will positively evaluate the qualities unknown to the subject, or vice versa, if the object left a negative impression, he will negatively evaluate the qualities unknown to the subject.

**Health psychology** deals with issues of psychohygiene and psychoprophylaxis, improving the infrastructure of the standard of living.

**Identification** - (exactly simile) when a person puts himself in the place of a partner in a cooperative action situation, and guesses about his inner state, intentions, thoughts, desires, in which they are understood or may not be understood.

**Illusion** is a unique phenomenon of the process of incorrect (inadequate), mistaken, erroneous perception of things and events that directly affect our sensory organs.

**Imagination** is interpreted as a component of human creative activity, it is reflected through the intermediate and final products of systemic behavior, and if there are signs of uncertainty and uncertainty in a problematic situation, it has the ability to provide a revision of the activity plan. .

**Inattentiveness** is a negative characteristic of a person, which consists of the inability to direct and concentrate attention on an object, inattention or disrespect to the people around.

**Inhibition** is a negative influence on the effectiveness of personal activity due to the presence of others, for example, the interference and presence of other people in memorizing meaningless words, solving labyrinthine problems, performing complex arithmetical examples related to multiplication it is only understood to have an inhibitory negative effect on the thought process.

**Intellect** - (lat. "intellectus" - understanding, knowledge, "intellectum"- intelligence) is such a piece of intelligence that it is measured, changed and developed. This indicates that intelligence and related abilities are social in nature. Abilities and intelligence are directly influenced by the external environment, human relationships in it, and the period of living.

**Intellect card** - (eng. mind maps) was developed by Tony Busen, a well-known English psychologist, author of methods for developing memory and creative thinking.

**Intellectualization** is a kind of attempt to get out of the oppressive emotional situation as distancing oneself from the discussion of abstract, intellectual terms.

**The interactive aspect of communication** is the exchange of information not only with words, but also with actions.

**Internalization** is the transition to mental processes based on external activity.

**Interoceptive senses** are those that perceive the state of internal body organs and their receptors are located in internal body organs and tissues.

**Introversion** is an expression of attitude based on the attachment to symbols, imaginations, thoughts that are harmonious with the past and the future.

**Intuition** is a simple mental cognitive process, which, through the direct impact of material stimuli on certain receptors, perceives certain characteristics of things and events in the real world, and therefore, the internal states of the human organism (its organs). is the initial stage of cognition, consisting of individual reflection.

**Isolation** is the imagination associated with shame, guilt, joy, sadness, and the person is distanced (separated) from the related affects.

**Labor activity** is an activity based on natural needs, the purpose of which is to create material or spiritual benefits, to contribute to the development of society.

**Labor psychology** is a field of psychology that studies the attitude of a person to work, the laws and development of labor activity.

**Laboratory experiment** is a mental phenomenon that is deliberately created by the examiner when it is needed, and the examined mental phenomenon is changed during the experiment with other mental phenomena that occur together in natural conditions, and is related to other mental phenomena in a certain way. strength, speed, volume and other such aspects can be measured.

**Leader** is key a member of a group, who seems to be at the head of all group processes and can influence others with his behavior and abilities.

**Liberal method** - this method is uncompromising, entertaining in the process of communication, even if it seems to reflect a warm psychological climate and group compatibility, it leads to amicable solutions to any situation, moving away from principles, and lack of evidence.

**Management psychology** is a branch of social psychology that studies the laws of control, evaluation, and attitude related to the production of individuals, groups, and communities operating in society, the characteristics of the leader's activity, character, and abilities.

**Manipulation** - manipulation in the process of communication influences the interlocutor and persuades him to his opinion against his will. In this case, the one-sided advantage is achieved.

**Medical psychology** is a field of psychology that studies the aspects of patient treatment, hygiene, prevention, and diagnostics, in which the transition of diseases to the research system, the laws of their influence on individual psychology, and the influence of microsocial groups on the recovery of a person from an illness are studied.

**Memory** is the process by which an individual remembers (fixation), remembers (retention) and later recalls (reproduction) or forgets his experience.

**Method of analyzing the product of activity** is widely used in psychology in order to determine the characteristics of human memory, thinking, ability and imagination. Activity means that a person affects the external world with a certain level of activity and actively overcomes objective and subjective contradictions in the realization of his goals.

**The modeling method** is used in a situation where the results obtained using observation, questioning, experiment or other methods are not satisfactory. In this case, the general property or main parameters of the phenomenon under study are modeled, and based on that model, the aspect of interest to the researcher is studied and conclusions are drawn.

**Mood** is a general emotional state that affects the whole behavior of a person for a long time, and it is not related to a specific feeling.

**Natural** experiment is the study of a naturally occurring situation as it unfolds in the real world. It is between observation and laboratory experiment method. In a natural experiment, the examiner himself creates special conditions in order to create a mental process (for example, memory, attention, imagination) in the person or persons being examined, or to manifest individual characteristics in the persons being examined.

**The observational method** is collecting relevant data during the development of a project and use them for further analysis. It is included in the group of natural methods, in which external observation is essentially a method of collecting data by directly observing the observed behavior from the outside, while self-observation is

a change or event that occurs in a person. itself is the collection of data for the purpose of learning.

**Parapsychology** is the study of psychic phenomena beyond the limits of modern science, which are difficult to explain, extrosensory-hypersensitivity, telepathy - transmission of thoughts to a distance, predictions of the future, and similar.

**Passion** is a long-lasting and stable emotional state. The difference between passion and mood is that passion is a state expressed at a strong pace in the continuous pursuit of a specific action, a specific object. These are examples of positive passions, a force that leads a person to the path of great creative activity.

**Pedagogical psychology** studies the problems of upbringing and education, as well as the psychological problems of appropriate development of a person, cognitive activity, and the upbringing of positive social qualities in a person.

**Perception** is a complex and meaningful mental process compared to sensations, all mental states, phenomena, features, properties and the overall content of the human mind, acquired knowledge, experiences, skills are manifested in one period and participate in direct reflection. is enough.

**The perceived aspect of communication** is understood as the ability of the participants in the relationship to perceive each other.

**Personality** is a conscious individual who lives in a certain society, engages in some type of activity, and communicates with people through normal language.

**Personality orientation** is defined in psychology as having a set of stable and stable motives that guide the activity of the individual in the process of socialization and in relation to real situations.

**The principle of determinism** is the doctrine that natural and social phenomena, in particular, mental phenomena, are determined by objective causes. Attention - focusing human feelings and consciousness on one point, it is said to be actively focused on a specific object.

**Projection** is a dangerous defense mechanism in which an individual attributes his wrongful desires and actions to another person.

**Proprioceptive sensations** - providing information (information, message) about the state and movements of the body, are located in muscles, ligaments, and tendons.

**Psyche** is a characteristic of highly organized matter and a product of the brain, which is formed on the basis of the direct impact of existence on the brain of a person through the sense organs, and is reflected in cognitive processes, characteristics and situations of a person, attention, feelings, character. is expressed in his characteristics, interests and needs.

**The psychogenetic approach** is scientific method that studies heredity and variability of mental and psychophysiological properties, which arose at the intersection of psychology and genetics. It doesn't underestimate the value of biogenetic and sociogenetic factors, but considers the development of mental processes to be of primary importance.

**Psychological protection** is a system of processes and mechanisms aimed at maintaining the existing positive state of the subject.

**Psychology** - the Greek word "psychelogo" means "soul", "spirit", science, teaching. It's a scientific study of the mind and behavior.

**Psychophysiology** is a field of psychology that studies the individual psychological and psychophysiological differences of people, studies the genetics of the psyche.

**Rationalization** is a defense mechanism that allows an individual to explain his failures in a more realistic way.

**Reaction time** is a conclusion based on the speed of mental reactions and processes of various characteristics, therefore, the speed of movement, the speed of speech, perceptiveness, speed of mind.

**Reactive device** (reaction formation) - a defense mechanism that allows to reduce the level of anxiety by limiting the same impulses and emotions and strengthening the opposite impulses and emotions.

**Reactivity** is a reaction to external and internal impressions that act with the same force, depending on how strongly a person emotionally reacts, and its vivid realization is expressed in emotionality, affectivity.

**A reference group** is a group of people who are ideal people for each person, who are ready to follow their intentions, interests, norms of action, ideas and thoughts, takes a model from their actions, and imitates them.

**Reflection** is a person's understanding of his partner's attitude towards him as a subject of perception.

**Regression** is an individual's use of somewhat simpler methods in an attempt to relieve stress. For example, in difficult situations, he reverts to childhood or behaves like a young child.

**Repression** is a defense mechanism that prevents unpleasant thoughts from reaching the level of consciousness. In this case, the content that is painful for the mind is moved to something lighter.

**Sensitivity** - (lat. "sensus" - to sense, to feel) - is judged according to the power of a very weak external impression, which is necessary for the formation of any mental reaction in a person, including a small amount of the stimulus for the emergence of sensations. power (their lower limit), the embodiment of the imperceptible degree of non-satisfaction of needs (which causes mental suffering to a person) understood.

**Sensitization** is an increase in sensitivity due to the interaction of analyzers and training.

**Socialization** is the process of acquisition of social experience by a person, its active assimilation in the process of life and activity, in which every person joins society, accepting its norms, requirements, expectations and influence. It is a complex process of being able to show it in one's actions and behavior and, if necessary, to be able to influence others with this social experience.

**Sociogenetic concept** explains the development of a person in relation to the social environment around him. According to this, "a person is a copy of the social environment."

**Sociometric test** is used to study and measure the level of direct emotional relations between members of a small group, it was founded by the American sociologist John Moreno.

**Somatization** is defined as pretending to be a patient in order to get out of a difficult situation, or fixation with poor health.

**Special psychology** is the field of research on the psychology of people who are under the influence of congenital or later acquired defects, defects that do not have normal mental development.

**Speech** is the faculty or power of speaking; oral communication; the ability to express one's thoughts and emotions through speech sounds and gestures. It also can be explained as when a person gives information, news, and information to other people about the past, present, and future, with the help of language. The principle of the unity of consciousness and activity is explained by the fact that consciousness and activity in the science of psychology are not opposite realities, they are not exactly similar to each other, but they form a whole.

**Stereotyping** is the public dissemination, description and evaluation of the characteristics of people and members of a social group in accordance with the social patterns known so far.

**Stress** - a feeling of emotional strain and pressure. Stress is a type of psychological pain. According to the psychological definition, Stress can also be related to a feeling that is close to an affective state, but are close to moods according to the duration of their experience. a special form of experiencing it is emotional stress (in English, stress is derived from the word stress, tension).

**Study activity** is important in the development of a person, in the process by which knowledge, skills and various skills are acquired.

**Sublimation** is a form of displacement in which the impulses of the id are channeled into socially acceptable activity.

The survey method is one of the traditional methods of collecting primary data in all branches of psychology, in which the subject has to answer the questions of the examiner.

**Synesthesia** - (Greek. "synaesthesia" - co-sensing) is the emergence of sensations specific to analyzers with the effect of one stimulus on the analyzer one after the other.

**Talent** - (Greek. "talanton" - a valuable, unique thing, hereditary, natural quality) is a set of abilities and talents that ensure the successful and creative performance of certain activities.

**Temperament** (lat. "temperamentum" - mixture) is a set of biologically determined individual characteristics characterizing the dynamic (changing) and emotional aspects of a person's activity and behavior.

**Test method** - (eng. testing, checking) is used to obtain both qualitative and quantitative characteristics of a studied phenomenon and to test them repeatedly in many cases and to check reliability through correlation analysis of data.

**Thinking** is a mental process that reflects the reality of the environment indirectly and generalized with the help of speech. Thinking comes into play when a problem situation arises.

**Unconsciousness** is a state in which a person performs various actions involuntarily, without knowing or realizing it. These behaviors are observed automatically in everyday life, in sleep, that is, in dreams or in hypnotic states. Unconsciousness, of course, is not dependent on consciousness.

**Volitional actions** are consciously performed and planned actions to achieve a predetermined goal.

**Will** is a person's conscious organization and self-management of their activities and behavior aimed at overcoming difficulties in achieving the goals set before them.

## **GLOSSARY (Pedagogy)**

**A bachelor** is a specialist with a higher education in the field of his choice and has the right to work in a position specified in the state classification. Knowledge is a systematized set of scientific information about existence, reflected in the mind of a person in the form of concepts, schemes, certain images. The method of studying children's creativity is one of the methods of pedagogical scientific research, which is used to determine the level of BKM in certain fields of knowledge and the ability

of students in certain directions. A lesson is the main form of an educational process conducted with a specific group of students under the direct guidance of a teacher. **Class** is a specific group of students of the same age and education.

**Content** of education is the volume of well-defined, systematized knowledge, skills and abilities that are the basis for the comprehensive development of a person, the formation of a rich worldview, faith, and the development of interests in knowledge.

**The continuing education** system is a set of all types of educational institutions responsible for educating the young generation based on the main principles of the state policy of the Republic of Uzbekistan.

**Correctional (special) pedagogy** - studies the specific features of education and upbringing of deaf-mute (Surdo-pedagogy), blind (Tiflo-pedagogy), intellectually retarded (oligophrenic pedagogy) children with disabilities.

**Creative pedagogy** - a person (pupil, student) has a creative approach to studying, education, a creator of himself and his future.

**Curriculum** is a normative document, which reveals the content of each educational subject and indicates the amount of knowledge, skills and competencies that must be mastered during the academic year, as well as relevant It is a state document that all types of educational institutions must follow. The curriculum is one of the important documents that illuminates the content of training organized at various stages of the continuous education system.

**Debate** is a method of debate aimed at forming spiritual and moral qualities in students on the basis of emotional and verbal influence, and is conducted on political, economic, cultural, aesthetic and legal topics. Environment (or social environment) - social (material, economic, social, political and spiritual) conditions under which individuals, individuals, social groups exist, are formed and operate.

**Development** is an expression of the essence of quantitative and qualitative changes manifested in the physiological and intellectual growth of a person's complex process.

**Developmental education** is one of the pedagogical technologies, which serves to increase the inner potential of students and realize them.

**Didactics** (educational theory, Greek "didaktikos" - "teacher", "didasko" - "learner") - theoretical aspects of education, the essence, principles, laws of the educational process, the student and researches problems of teacher's activities, purpose, content, forms, methods, means, results, ways of improving the educational process, etc. of education.

**Distance education** - education based on the use of modern information and telecommunication technologies, which enables "distance education" without direct, personal contact between the teacher and the student. It's an innovative, unique form of education process.

**Ecological education** (Greek "oikos" - residence, space, "logos"- science) is a pedagogical process aimed at providing students with basic ecological knowledge, enriching their existing ecological knowledge, and forming their skills and abilities to organize nature and environmental protection.

**Economic education** is one of the important components of social education. organization, etc.) is directed to the formation of organizational skills and competencies.

**Education** is a process aimed at equipping students with theoretical knowledge, practical skills and abilities, developing their cognitive abilities and forming their worldviews. It's also a process of comprehensively raising the young generation based on a specific, specific goal and social experience, forming their mind, behavior and worldview.

**Educational goal** is a guiding idea that determines the specific direction of education.

**Educational methods** are a set of behaviors that have the character of training and pedagogical influence, with the help of which external influence is exerted on a person's behavior and position in order to change his views, motives, and actions.

**Educational principles** - important, basic, leading, priority ideas and rules of educational theory; basic principles that determine the content, form, methods and tools of the organization of teaching-based education and the process of its organization.

**The educational process** is a pedagogical process organized between the teacher and students and aimed at mastering scientific knowledge. Designing the educational process - developing its project (scheme) taking into account all factors for the effective organization of a separate educational process.

**Educational result (educational product)** - a concept that records the essence of the end of education; the result of the educational process; the degree of realization of the set goal.

**Educational subject** is a resource that is taught in educational institutions and contains general or specialized knowledge bases in a specific field of science. Shaming is a method of evaluating certain behaviors of the student in front of the community or subjects responsible for his education (parents, guardians, public representatives, etc.).

**Educational system** is a set of all types of educational institutions operating on the basis of state principles in order to educate the young generation.

**Educational tools** - a lens that ensures the effectiveness of teaching (textbook, educational manuals and tools, map, diagram, poster, picture, drawing, video projector, tape recorder, VCR, equipment, television, radio, computer , etc.) and subjective (teacher's speech, example, examples of a specific person's life and activities, etc.) factors.

**Educational tools** are material objects, objects, spiritual factors, activities (play, study, work and communication) and emotional approach used to increase the effectiveness of the educational process.

**Encouraging** is the most effective way to support the student based on a positive assessment of his behavior and activities, to give him confidence, to raise his spirits.

**Form of education** is the organizational structure of the educational process.

Goal (from Arabic, intention, high wish, aspiration) is something intended to be achieved, realized, murod, muddao.

**History of pedagogy** - researches the history of the emergence and development of pedagogical ideas, the formation of knowledge related to the organization of child

education in different periods. The goal of the science of pedagogy is to develop a person in all aspects, to educate him with high spiritual and moral qualities.

**Individual education** is one of the pedagogical technologies, which means the acquisition of necessary knowledge, skills, and abilities by a person individually and independently.

**Innovative education** is one of the pedagogic technologies, which enables students to create new ideas, norms, and rules, and to naturally accept advanced ideas, norms, and rules created by other people. creates an opportunity to form relevant qualities and skills.

**Interactive education** is one of the pedagogical technologies, which involves cooperation, intense debates, exchange of ideas between the main participants of the educational process - a teacher, a student and a group of students. is organized on the basis of opportunity.

**Interview** is one of the methods of pedagogical scientific research, the reaction of the respondent to a phenomenon that illuminates one or another aspect of the problem under investigation is the process of passing biological signs and developmental characteristics characteristic of ancestors to the next generations. Interactive methods are methods that serve to establish cooperation between students and the teacher in the educational process, increase activity, effective assimilation of knowledge by students, and the development of their personal qualities.

**Interview method** is one of the methods of pedagogical scientific research, enriching the information obtained during pedagogical observation, making a correct assessment of the situation, creating pedagogical conditions that allow finding a solution to the problem, experiment-testing helps to attract the possibilities of the subjects of work to the solution of the problem.

**Labor education** is a pedagogical process aimed at giving a person a deep understanding of the essence of work, forming a conscious attitude to work and work activities, as well as certain socially useful actions or professional skills and qualifications.

**Laboratory works** are methods of students conducting experiments using equipment, special equipment, weapons, and various technical molds, which are mostly used in learning the basics of natural sciences.

**Lecture** is one of the forms of verbal (oral) delivery of theoretical knowledge to students. The teaching on proper organization and organization of Aryan activities; a set of priority ideas, leading principles, important laws, theoretical and practical approaches that illuminate the essence of scientific knowledge and dialectical development.

**Legal education** is a pedagogical process aimed at forming skills and competences in the organization of legal activity on the basis of the theoretical and legal knowledge acquired by an individual, determining positive legal qualities in it, and forming a legal culture.

**Master** is considered to be a highly qualified specialist who has received education in a certain specialty, has the right to enter postgraduate studies, and works in the field of science, in responsible positions of production.

**Mathematical statistics** are used in the conduct of pedagogical scientific researches, experimental studies, and in general, they are used to determine the level of effectiveness of research. Practice is the many repetitions of mental or practical (physical) actions to acquire skills.

**Medicine** - enlightens knowledge about maintaining and strengthening human health, prolonging life, prevention and treatment of diseases.

**Mental education** is a process of pedagogical activity aimed at providing a person with the basics of knowledge about nature and the development of society, forming his mental (cognitive) ability, thinking, creating knowledge about nature, society, and human thinking in a person, and developing a scientific worldview. formation process.

**Mimicry** is the expression of one's thoughts, feelings, mood, as well as one's attitude toward the existing reality through the movements of the facial muscles.

**Neuropedagogy** - identification and practical (functional) development of the creative potential of the human brain, determination of an active, conscious attitude

to activity in a person, psychological correction of social behavior, new scientific programs, effective forms and methods of diagnosing and predicting children's mental development, as well as new types researches the activities of preschool educational institutions.

**Organization of the educational process** is an organizational and methodical organization of pedagogical activity by the teacher in order to provide students with scientific knowledge.

**Pantomime** is a movement of the body, hands and feet, which separates the specific idea expressed by the pedagogue allowing to show, to express through a certain image.

**Pedagogical ability** is characteristic of a pedagogue, which allows for the rational organization and conduct of pedagogical activity, and is important in ensuring the effective performance of practical tasks.

**Pedagogical activity** is a specific form of systematic actions organized by a pedagogue in accordance with professional goals. The form and method of evaluating the event according to a predetermined scale.

**Pedagogical communication** culture is a conversation organized by a pedagogue with a group of students, parents, colleagues and management in accordance with the requirements of pedagogical etiquette and communication.

Pedagogical creativity is the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, unlike traditional pedagogical thinking.

**Pedagogical etiquette** is a system of ethical requirements imposed on a pedagogue (teacher) in relation to his behavior towards himself, his profession, society, children and other participants of the educational process. Pedagogical relaxation - restoration of emotional activity, mental and physical strength and work capacity of learners (pupils, students, trainees).

**Pedagogical innovation** - is a process that reinvents teaching practices, with the goal of better supporting student learning. It studies the nature of pedagogical innovations, the laws of emergence, and development, and the connections between

pedagogical traditions and the design of future education from the point of view of educational disciplines.

**Pedagogical innovation** is a creative approach aimed at substantiating an advanced principle or idea in pedagogical activity, recommending new ways, methods or tools, and ensuring their implementation.

**Pedagogical methods** are a set of methods that are used in the educational process and ensure its effectiveness. The analysis of documents of an educational institution is one of the pedagogical research methods, which is studied in order to verify pedagogical phenomena and evidence; it is used in order to study the status of the fulfillment of the requirements of the documents related to the organization of continuous education in educational institutions, to identify the achievements and shortcomings, to popularize the best practices and to increase the pedagogical experience of the educational institution.

**Pedagogical skill** - 1) the teacher's ability to organize and manage the pedagogical process in organizational, methodical, mental and subjective terms with great skill, and mastery; conscious, creative approach to the educational process, methodical knowledge, the ability to effectively apply knowledge, high pedagogical thinking; 2) a set of knowledge, skills and abilities that ensure masterful, skillful, artistic organization of professional activity by the pedagogue.

**Pedagogical tact** is the pedagogue's ability to adhere to existing ethical principles and behavioral rules in communication with students in various forms of activity, and to have the skills to approach them correctly.

**The pedagogical technique** is a set of knowledge, skills and abilities necessary for a pedagogue to be able to effectively apply the methods of pedagogical influence on individual students (students, trainees) and groups of learners; the sum of skills and qualifications acquired in pedagogical activities.

**Pedagogical technology** is the content of the process of pedagogical activity organized on the basis of a specific project, directed to a specific goal and guaranteeing the achievement of this goal.

**Pedagogy** ("paidagōgikē" - the art of education, from the ancient Greek "paîs" ("pais") - child, "ágō" ("agogos") - I lead) - a certain systematic activity aimed at the formation of a person and the content of education, the science of form, methods and tools. The theory of pedagogy studies the issues of forming a comprehensively developed, well-rounded person altogether with a developed worldview and high spiritual and moral qualities.

**Person-oriented education** - the main object of the educational process is the pupil (student, pupil), who puts his personality and value in a high place, and the main focus is on increasing his intellectual potential, a type of pedagogical activity aimed at enriching the worldview and developing spiritual and moral thinking.

**Practical training** is a form of education organized in a specially equipped room or a separate experimental area, aimed at forming students' skills and abilities to apply the theoretical knowledge acquired by them in practice.

**Problem-based learning** is a way of organizing the activities of students, which is based on obtaining information by solving theoretical and practical problems in the resulting problem situations. Heuristic learning is an alternative to problem learning.

**The process of education** is a process of cooperation between the teacher and the student (educator and student) and directed towards a specific goal. The method of education (from the Greek "methodos" - the way) is the way to achieve the goal of education, to influence the mind, will, feelings and behavior of students.

**Punishment** is a negative assessment of a person's behavior and activities that teach students/learners to be disciplined, polite and responsible

**The questionnaire** (French "survey") method is one of the pedagogical scientific research methods, based on the organization of communication with respondents based on systematic questions, evidence collected during pedagogical observation and interview is enriched with the help of this method; answers to questions are usually obtained in writing.

**Rating** (English "evaluation", "arrangement") - specific Information - knowledge acquired as a result of education, systematized, acquired skills and competencies, a set of worldviews. Spiritual and moral education is the process of inculcating the

rules, manners, interaction, communication and behavior rules and criteria recognized by a certain society and necessary to be observed in the minds, life, and lifestyles of students.

**Reprimand** is one of the most important punishments within educational process, which is designed to express to someone your strong official disapproval of them. The teacher can reprimand the student face to face and write it down in the diary.

**Self-education** is an effective means of students' self-management, active participation in the activities of student members, and raising their social status.

**Seminar** is one of the forms of education organized on the basis of the active cooperation of teachers and students, and the purpose of its organization is to further develop the independent work of students, to be able to provide extensive and in-depth information on certain topics. to be able to work on sources and on this basis to use the necessary literature in future activities is to acquire skills and qualifications.

**Skill** - the ability of a person to organize a certain activity; a set of actions performed according to the tasks and conditions based on the acquired knowledge. Skill is an automated form of performing a specific action or activity.

**Social pedagogy** - covers the laws of socialization of a person, the pedagogical approach to solving social problems, and the creation of technologies for the effective organization of social pedagogical activities.

**Software education** is one of the pedagogical technologies, taking into account the internal needs and interests of students, the problems they face in mastering educational materials, as well as the knowledge, worldview and capabilities of students. is organized.

**Speech culture** is the level of mastery of the skills of logical, accurate, figurative, clear and expressive delivery of one's opinion using speech.

**A speech technique** is a set of tools used to convey speech to the listener or reader. Warning is an educational method used to prevent certain actions that may be committed.

**State educational standards** in the continuing education system (DTS- English standard - norm, sample) - the necessary minimum of the content of the main educational programs of the stages of continuous education, the maximum amount of educational loads imposed on students, the level of training of graduates of the educational institution, the educational process standards and requirements that determine the main requirements of its provision (material-technical, educational-laboratory, information-methodical, personnel supply).

**The story method** is a method of perceiving the information presented directly through the live speech of the teacher.

**A teacher** is a person who has special education, professional training and high moral qualities in pedagogical, psychological and related specialties and works in educational institutions.

**Technology** (from the Greek "techne" - skill, art; "logos" - understanding, teaching) - processing or processing of raw materials, materials, semi-finished products and the like in a field of production, their condition, properties and form a set of methods (methods) used in the transformation.

**The test method** is one of the methods of pedagogical scientific research, which serves to determine the level of theoretical knowledge and practical skills and qualifications acquired by respondents in a specific field of science or activity (including professional activity).

**The textbook** is a source of information on scientific knowledge determined in accordance with educational goals, curriculum and didactic requirements of a specific academic subject, and it is educational according to its content and structure. compatible with the program.

**The theory of education** is an important component of the science of pedagogy.

**Types of education** - forms of education that differ according to the content, place of organization, stage, used tools and age of learners.

**Written exercises** are exercises used to form and strengthen necessary skills and competencies as a component of education (dictation, essay, problem, example, abstract writing, experience coverage).

## BIBLIOGRAPHY

1. Abdulazizov N. - Psychology (text of lectures) for non-pedagogical directions / Compiled by: R. - T.: TATU, 2006.
2. Agzamova E.Yu. Factors determining the manifestations of individual psychological characteristics of the personality of employees of the internal affairs body. Abstract diss. .... cand. psychol. Sciences. - Tashkent, 2001.-23 p.
3. Alakwe, K. O., and Ogbu, S. U. (2018) ‘Communication and the shaping of human personality; deconstructing the nature/nurture debate in light of the menace of street children in Nigeria. Advanced Journal of Social Science, 3(1), pp. 23-33. Web.
4. Arzikulov D.N. Psychological characteristics of professional development. Abstract diss. / Candidate of Psychology. -Tashkent 2002.-22 p
5. Asadov Yu.M. Individual psychological characteristics of the teacher as factors in the development of professionalism Abstract. dis. ... cand. psychol. Sciences. - Tashkent, 2007.-25 p.
6. Aslanov I.N. Factors of personal psychological preparation of personnel in increasing the efficiency of the customs system. Abstract diss. / candidate of psychology. -Tashkent 2009.-25 Asomova R.Z. Career motivation and its dynamics. Psych.f.n dis.-T., 2002. -137 p.
7. Ayre, K. and Krishnamoorthy, G. (2020) Trauma informed behaviour support: a practical guide to developing resilient learners. Web.
8. Belyaeva O.V. Dynamics of personal identity in adolescence: Abstract of the thesis. diss. ... cand. psychol. Sciences / Psychological Institute of the Russian Academy of Education. M., 2001. 20 p.
9. Belyakova E. G., Fomichev I. G. Psychology and pedagogy. Textbook / - Tyumen: Truth, 2006.
10. Burešová I, et al. (2020). Predictors of mental health in adolescence: The role of personality, dispositional optimism, and social support.

11. Burovikhina, I.A. The social situation of development as a condition for the formation of the image of the world of a modern teenager: Diss. ... cand. psychol. Sciences: 19.00.13 - M., 2013. - 313 p.
12. Csathó A, et al. (2018). Early-life stressors, personality development, and fast life strategies: An evolutionary perspective on malevolent personality features.
13. Fisher HE, et al. (2015). Four broad temperament dimensions: Description, convergent validation correlations, and comparison with the Big Five.
14. Flynn, P. M., Betancourt, H., Emerson, N. D., Nunez, E. I., & Nance, C. M. (2020) “Health professional cultural competence reduces the psychological and behavioral impact of negative healthcare encounters”, Cultural Diversity and Ethnic Minority Psychology, 26(3), pp. 271-279. Web.
15. Gainutdinov R.Z. Psychology of the personality of the teacher of the Uzbek national school and its formation in the system of continuous education. Abstract diss. ...doctor, psychologist. Sciences. - Saint Petersburg. - 1992.-37 p.
16. Goziev E. G. Methodology of psychology research. Do not use. - T.: M. Ulugbek name. Uzb. M illiy un-ti, 2005.
17. Gurevich P. S. Psychology and pedagogy. Textbook for students. universities - M.: UNITI, 2007.
18. Hagger, M. S., and Weed, M. (2019). ‘DEBATE: do interventions based on behavioral theory work in the real world?’ International Journal of Behavioral Nutrition and Physical Activity, 16(1), pp. 1-10. Web.
19. Ismogilova F.S. professional experience of specialists and its management in the conditions of the formation of a market economy. Abstract diss. ...doctor, psychologist. Sciences. - Moscow, 2000.-41 p.
20. Karimova V. Psychology (Ukuv kullanma for bachelors) - T.: People's Heritage Publishing House named after Abdulla Kodiri, 2002.
21. Kravchenko A.I. Psychology and pedagogy. Textbook. - M .: Prospect, 2009.Loftus M. (2022). Personal interview. Understanding and adapting to individual temperaments. (n.d.). <https://childcareta.acf.hhs.gov/infant-toddler->

resource-guide/infanttoddler-care-providers/planning-infants-and-toddlers-1

<https://psychcentral.com/health/temperament-and-personality#Lets-recap>

22. Manjarres-Posada, N., Onofre-Rodríguez, D. J. and Benavides-Torres, R. A. "Social cognitive theory and health care: analysis and evaluation", International Journal of Social Science Studies, 8(4), 2020, p. 132. Web.
23. Martsinkovskaya T. D., Grigorovich L. A. Psychology and pedagogy. Textbook. / - M.: Prospect, 2009.
24. Mukhamedova D.G. Improving socio-psychological technologies for preparing an education manager for innovative activity: Abstract of the thesis. diss. .... Cand. Psychology of Sciences / National University of Uzbekistan, T., 2015
25. Radugina A.B. - Psychology and pedagogy. Proc. allowance for university students / Under ed. - 2nd ed., corrected. and additional - M. : Center, 2003.
26. Rean A. A., Bordovskaya N. V. - Psychology and pedagogy. Textbook for university students. - St. Petersburg; M.; Kharkov: Peter, 2001.
27. Samonenko Yu. A. Psychology and pedagogy. Textbook for non-psychologist. specialist. universities / - 2nd ed., corrected. and additional - M.: Yu NITI, 2001.
28. Sharapova S.D. Socio-psychological aspects of the formation of ideological immunity among young people. Abstract diss. ... doc. philosophy by psych. Sciences (PhD) / Tashkent, 2020 - 29 p.
29. Vahedi, Z. (2020) ‘Social learning theory/social cognitive theory’, in Carducci, B.J., Nave, C.S., Mio, J.S., and Riggio, R.E. (eds.) The Wiley encyclopedia of personality and individual differences: models and theories. Hoboken, New Jersey: John Wiley & Sons Ltd, pp. 401–405.
30. Watson, J. B. and Kimble, G.A. (2017) Behaviorism. Web.

The presented handbook is designed for foreign students of the 1<sup>st</sup> and 2<sup>nd</sup> courses of medical higher educational institutions of the Republic of Uzbekistan on the specialized directions of 60910200 – Treatment

The handbook presents a modern view of the problem of psychology and pedagogy in medicine and higher medical education. This book will help students navigate the main categories of psychology and pedagogy, understand the goals, principles, methods and forms of education in a medical university, learn to identify pedagogical and psychological aspects in the work of a doctor, deeply understand the role of general psychology and pedagogy as humanitarian knowledge in professional and personal development improve your professional culture.

**Bukhara: "Sadriddin Salim Buxoriy" Durdon, 2023 y.**