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Psychological Approach to the Educational Process

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Abstract

The article shows ideas about factors of behavior models, intellectual developmet, social theory of cognition, as well as provision of effectiveness of the process of education. Besides there are also some issues problematic education analyzed.

Keywords: *factors of behavior models, intellectual development, social theory of cognition, process education, problematic education.*

Introduction

An analysis of the psychological foundations of education reveals the place of laws and factors that serve as the basis for effective teaching and learning activities.

The ancient historical experience of the educational process is based on psychological theories. The widespread psychological impact of these experiences has been reflected in the study of ways in which Western and US educational systems have abandoned traditional teaching since the 1960s. Representatives of the American School of Psychology relied more heavily on behavioral psychology in the learning environment. The peculiarity of this theoretical approach is that it is based on the principle of "stimulus-reaction". The behavioral model of education is a source of enrichment of the learner's knowledge. The ideas put forward by its representatives have the following features:

- ethical approaches or traditional teaching were introduced in the 1920s. It is divided into units of complex knowledge and skills that are taught separately.

- acquiring the knowledge and skills necessary to solve complex educational tasks.

- The requirement for knowledge processing is recognized as a logical continuation of theoretical training.

- Theory of Educational Behavior:

- Support for training and verification of standard knowledge and skills.

- The model of educational behavior is a source of enrichment of the student's knowledge.

- The learner is a "knowledge collector": the use of data collection as a test or answer to a question.

- Learning is perceived as a game and they are about finding the right answer.

- Traditional education is aimed at developing individual skills necessary for students to properly apply rules and symbols in pre-set activities.

- trainees have acquired knowledge and skills in test preparation.

- The test caused them to feel much more amnesia. This knowledge and skills are necessary only for the correct solution of the test, which results in their short-term memory usage.

- socio-historical development led to the abandonment of the idea of behavioral psychology, which is the basis of traditional education.

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In addition to the ideas of behavioral psychology, the following theories have emerged in today's education system that serve as a theoretical and methodological basis for the development of the following: Each of these features is explained in separate paragraphs.

Main part

Representatives of cognitive theorists J. Piaje and B. Blum focused on highlighting the role of intellectual and intellectual thinking in education. He is one of the founders of the theory of mental development by J. Piaje (1926). Itdividesmentaldevelopment (cognitiveprocesses) intofourstages.

- Sensomotor;
- preoperative / intuitive;
- clear operations;
- formal operations.

In contrast, Bendjamen proposed Blum's (1956) theory of levels of thought. He identified three categories of cognitive activity:

- knowledge (mental abilities or knowledge)
- emotional (emotional or emotional)
- psychomotor (physical abilities)

Classifies cognitive categories according to three levels of thinking:

- cognitive analysis;
- synthesis of perception;
- Implementationevaluation.

Another researcher was L.S.Vigotsky, a researcher who laid the groundwork for the social theory of cognition. In his view LS Vigotsky suggested:

- the cognitive process is interconnected by social and cultural factors;
- education is reflected in the transfer of knowledge between people and the process of learning about the universe;
- children shape their social existence by their peers and adults;
- the cognitive development of children increases in their interactions with peers and adults.

Edward de Bono (1992) Theory of Conceptual and Creative Thinking. De Bono has developed a method of strategic thinking and ways of separating them. Each category of "Thinking Hats" has its own special and metaphorical paint.

- white (informative):
- Yellow (optimistic);
- red (emotional);
- green (creative);
- blue (steering).

Howard Gardner's (1983) multidimensional theory of intellect.

Godard Gardern conducted a study and noted that there are seven abilities to solve the problem. GodvardGarder showed the following abilities:

- linguistic; musical; logical and mathematical.
- The space-kinesthetic is focused on the inner person of the interpersonal person.
- Physical.

We have touched on the psychological concepts that we have used above in our teaching. The following is a psychological analysis of the problem-based education that follows.

Education focuses on the interpretation of problematic education in Soviet psychology. In this regard, T.V. Kudryavtsev, AM Matyushkin and others have a unique role in teaching problematic education. In turn, the experience and the use of modern pedagogical technologies in the learning environment are indicative of the psychological nature of the problem. For this reason, the analysis of problem education is more focused on other psychological concepts.

Requirements for the effectiveness of the educational process eliminate the need for the teacher to use new teaching methods. In the past century, the rules of teaching between the educator and the student have not been proven to be effective. Therefore, it is important to be creative in the methods used in the learning process. The education should pay sufficient attention not only to the students and students, but also to the training staff. The trainee is also a trainee in the learning process. She, like her student, has difficulties in acquiring knowledge, skills and abilities. It is necessary to use teaching methods that allow the trainee to effectively absorb the information provided in the course.

Achievement of cost-effective education depends on the way education is provided by educators and trainees. Below we will focus on the peculiarities of problem-based learning in education.

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What is problematic education? In many cases, problem-based learning has been highlighted by a problem that is addressed by the educator, with the emphasis being placed on finding a solution for the students involved(Sobirov Bobur & Alimova, 2017; Ley, Krumpelt, Kumar, …, & 1996, n.d.; Luong, 2004). Sometimes the problem was long enough to solve the problem, and sometimes there was no solution.
Thishasundoubtedlydiminishedtheimportanceofproblemeducation.

The essence of problem education is the complexity of the educational process, and the learning process for the student to find the best possible solution(Pierson, 1999; Spechler & Spechler, 2009). Taking into account a number of features and requirements in problem-based learning, it provides a complete implementation of:

- problem education should focus on the needs and activities of the learners;
- the problem should be presented to the trainee clearly and clearly;
- should be important;
- The problem should not come from real life and be a fiction;
- show the importance of the problem to the learner;
- have a clear solution;
- ensuring that the problem allows the learner to work collaboratively and actively;
- creation of a database related to the problem is required;
- it is important to point out that the problem is important to others;

The purpose of problem education:

- to develop a meaningful and consistent knowledge of the learner;
- development of perspective plans for problem solving and other solutions;
- to provide students with group participation
- the need for students to come together to find the best solution to the problem;
- the responsibility of the learner to solve personal problems;

The student with problem education should solve the following questions:

- What do we know?
- What should we clarify?
- What should we do for it?

"When should we answer?"

- How much time should we spend for this?
- Why the problem has not been solved before?

The foregoing questions will be the criteria for managing the educational process and achieving the desired results(Sobirov, &, & 2017, n.d.; Sobirov et al., 2015; Mantellini, 2015). In problem education, it is important to pay special attention to the role and role of the educator as well as the learner. It is important to take into account a number of aspects of the educational process that the employer needs to organize and manage:

- to help learners to choose a problem that is real;
- Guide and Consultant;
- provide students with an opportunity to solve their problems and act as experts in monitoring their results;
- organization of group consultations;
- Encouraging learners;
- The right guide to the trainees;
- behaviors of the trainee as the main supporter of problem solving.

Importance of problem education for the student:

- to develop thinking and to develop thinking skills;
- analyzing the student's life and analyzing the problem;
- to create a sense of personal responsibility;
- tooperateindependently;
- to form their own position;
- teamandteamwork;

Conclusion

The importance of using problematic situations in the learning process is important both for the educator and for the student. It is important to organize and manage the activity in a timely manner. Therefore, problem education should be integrated into the learning process.

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