

PSYCHOLOGICAL FOUNDATIONS OF THE EDUCATIONAL PROCESS

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Abstract: This scientific article discusses the psychological features of the educational process. Communicative competence and the psychological approach of the teacher in his work, it also highlights the creative activities in small groups and their development factors.

Keywords and concepts: psychological approach, educational process, teamwork, creative activity, sociability, communication, conversation, educational process, motivation.

Both in theory and in practice, when it comes to the educational or educational or educational-upbringing process, we directly turn to psychology. Because this is a science about the laws of mental life and human activity and various forms of human communities. And at the same time, traditionally the main object of psychology is man. In this case, psychology is the science of the patterns of emergence, formation, development, functioning and manifestations of the human psyche in various conditions and at different stages of their lives and activities. The subject of psychology is the psyche. The psyche is the inner spiritual world of a person: his needs and interests, desires and attraction, attitudes, value judgments, relationships, experiences, goals, knowledge, skills, skills of behavior and activity, etc. Based on this, the teacher's point of view or educators should approach the educational process more psychologically prepared. As we know, in the educational process, the psyche of students is manifested in their statements, emotional states, facial expressions, pantomimes, behavior and activities, their results and other externally expressed reactions: for example, redness (blanching) of the face, sweating, changes in heart rhythm, blood pressure, etc. At the same time, it is important for teachers to remember that a student can hide his actual thoughts, attitudes, experiences and other mental states. Today, we can say that the general goal of modern education is to make children highly moral, spiritually rich, internally free and responsible individuals. Education becomes effective when the teacher specifically highlights the goal that he strives for. The greatest effectiveness is achieved when the goal of education is known and understandable to the student and he agrees with it and accepts it. Education is, on a par with learning, a process in which the child assimilates social experience. In contrast to education, which is associated with the development of cognitive processes, abilities, the acquisition of knowledge, the formation of skills and abilities, education is aimed at the formation of a person as an individual, his relationship to the world, society, people, and himself. Common to learning and upbringing are the basic mechanisms for a person to acquire social experience, and specific, distinguishing them from each other, are the results of these processes. The results of training are knowledge, abilities and skills, and results of education are the properties and qualities of the individual, the forms of his social behavior.

The main task of the teacher's psychological approach in this process is to understand the origins and individual characteristics of the student's psyche, the formation of his personality, the functioning and manifestations of the capabilities of his psyche and the teacher's influence on the

behavior and educational activities of the student. An equally important task of teacher educators is to work with parents to increase their stress resistance and psychological reliability when solving professional and other problems in various circumstances of life and activity.

A psychological approach to the educational process requires the teacher to pay special attention to the individual psychological characteristics of students. As we know from psychology, temperament is a biological quality, innate, not acquired. Temperament determines and ensures the speed, strength and balance of our reactions. It manifests itself in thinking, speech, and manner of communication. But we often forget that temperament does not affect interests, success, intelligence, or business qualities. And therefore, various problems arise in the educational process. I.P. Pavlov proved in his research that temperament depends on the characteristics of higher nervous activity, on the relationship between the characteristics of its basic processes - excitation and inhibition. At the same time, the strength, mobility and balance of the processes of the human nervous system do not always correspond to the dynamic characteristics of his personality. However, from the point of view of social usefulness, there are no "bad" people by temperament. After all, temperament does not carry social content; it is always a specific dynamic manifestation of personality. Temperament is a prerequisite and basis for personal formations of a higher order, for example, character, development of abilities, etc.

Character is a system of relatively stable mental traits, personality qualities, its mental make-up, which determines a person's line of behavior and is expressed in his relationship to the world around him, activities, other people and himself. These character traits are formed from the birth of a child until approximately 16-17 years of age, which mostly relates to school. From this point of view, we can say that in the process of forming the character and hormonal development of a child, the influence of the teacher as a mentor is no less than that of the parents. Each character trait expresses the relationship of each person to the specific circumstances of his life and activity, and the individual uniqueness of his totality of personality traits determines the individual-typical ways of his response to relevant situations, the individual uniqueness of the methods and qualities of the individual's actions and behavior in these circumstances. In one word, character is a unique spiritual structure of a person's life, one of the central mental properties. Every teacher would like to cultivate a stable character in their students. Stability of character allows a person to demonstrate the integrity of his personality and behave appropriately in conditions of prolonged overexertion and negative impacts of the social and natural environment.

Society selects and preserves only those creations that most fully reflect a certain stage of development of society. The better and more complete the creativity, the more important it is for society and for future generations. For this reason, many creators try to generalize, and the higher the degree of generalization, the more significant a person is for society. It is these people who are considered great creators who have managed to generalize sufficiently. From this point of view, we can say that the teacher's creative approach to the educational process is its psychological basis. Thus, imagination is one of the cognitive processes that characterizes a certain level of development of a person's consciousness and his creative potential. Creativity is a creative activity that generates something qualitatively new and original in its uniqueness and socio-historical uniqueness. Creativity is specific to the teacher, as it always presupposes a creative approach - the subject of creative activity. The creative activity of the teacher with his creativity in the future new talents, creators and positive emotional generations are born. Our task today is this.

Pedagogical activity is always productive in nature, that is, its result is transformations both in the external world and in the person himself: his knowledge, motives, abilities. Depending on which changes play the main role or have the greatest share, different types of activities are distinguished: gaming, educational, labor, cognitive, communicative and others. But each of us must remember that no matter what type of activity we engage in in the educational process, there are necessarily psychological foundations there. Otherwise, the desired results cannot be achieved.

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