

TECHNOLOGIES AND THEORETICAL FOUNDATIONS OF TEACHING GENERAL PSYCHOLOGY IN HIGHER EDUCATION INSTITUTIONS

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Article History Received: 08 Aug 2023 Revised: 28 Sept 2023 Accepted: 29 Oct 2023 CCLicense CC-BY-NC-SA 4.0	Annotation. This article will talk about the technologies and methodology of teaching general psychology in higher education institutions. Proposals are also made based on the conclusions obtained in the analysis process. Keywords: General psychology, science, skills, abilities, qualifications, knowledge, expertise.
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INTRODUCTION

With the study of psychology as a science, knowledge is achieved about what kind of science it is, its characteristics and what it studies. Mastering psychological knowledge and skills to allow students to know the people around them in the practice of communication with them, in relationships, in interaction activities; their opinion, purpose, experiences, interests and abilities, needs and motives, etc. it is necessary to know and apply their. Psychological knowledge and qualifications will ascend in the future professional activities of students, family life, upbringing of children, etc. And, most importantly, psychological knowledge attaches importance to students in their understanding of themselves, in their work on themselves and in their relevance of interest, creative capabilities, in their formation as a harmonious personality.

Since psychology is a specific discipline, it occupies a special place in the system of scientific disciplines that students of higher educational institutions study. The peculiarities of psychology as a science are as follows: firstly, this science is currently unknown to a person, the most complex is the science of the psyche, the inner world of a person, and secondly, in this science, the object and subject of knowledge are contiguous. This is how the state and thought can be expressed: first a person directs his thoughts to the outside world, and then turns to himself. Since thought makes a turn towards itself in this, the tasks of psychology are incomparably complex with the tasks of other sciences. And, thirdly, the peculiarity of psychology is that it has unique practical consequences. After all, realizing something is about learning to occupy and control it. The psychic processes taking place in a person himself, learning to control their tasks, abilities, for example, are considered a rather complex and important task than conquering the universe. In this case, it should be noted that as a person becomes aware of himself, he changes himself and those around him. Therefore, psychology is the science that creates a person, and not just an awareness.

METHODOLOGY

We can divide any discipline into two large main groups: positive Sciences and normative Sciences. Despite the fact that the physical and life sciences are called positive sciences, such Sciences as logic, philosophy and ethics fall into the category of Natural Sciences.

Comparing normative subjects to positive subjects, positive subjects study facts, "what?" describes the situation and answers the questions "What should happen".

The functions of psychology mainly consist of:

- learning to understand the essence of psychic phenomena and their laws;
- learning to manage them;
- use of the acquired knowledge in order to increase the effectiveness of other areas of practice, which are in addition to the sciences and fields formed;
- to serve as the theoretical basis of practical service.

DISCUSSION

In addition to the indicated general tasks, psychology is now also engaged in the following private tasks: the emergence and development of the psyche; the neurophysiological foundations of psychic activity; the laws of the transition of the external to the Internal; the dependence of the human psyche on socio-historical factors; the formation of psychic images of the universe and their; the opposite effect of cognitive, volitional and emotional processes is the controllable essence, the individual-psychological behavior of a person in the social environment; the psychology of certain types of human activity.

The basis of each science is household experience. For example, physics relies on knowledge of the movement and downward movement of objects, light and sound, heat, and many more. Philosophy, economics, sociology and, of course, Psychology also receive their primary sources from everyday life, because we believe that each of us can explain some aspects of human psychology without reading a single piece of literature and studying at the Faculty of psychology of the University.

Everyday household knowledge is clear and depends on real situations, while scientific psychology, as it strives for basic generalization, uses theoretical concepts and relies on the information examined. Women make up the majority of practical spiritualists because they have an intrinsic nature of understanding. Scientific psychological knowledge is generalized, purposeful and understood knowledge.

Daily household knowledge is conducted with difficulty because it is limited, while scientific psychological knowledge is accumulated and transferred, so it continues to expand constantly.

In domestic psychology, observation and reasoning are used as a method of acquiring knowledge. In scientific psychology, they are also accompanied by an experimental method.

The advantage of scientific psychology is that it has extensive, diverse, unique information. They are collected and studied in special areas of Psychological Science, let's say, in the psychology of age or engineering. They cannot be owned separately by any individual.

Can we put the science of psychology, which studies the character of a person, in line with other positive disciplines such as Physics, Chemistry, Botany, Zoology, astronomy and mathematics? The answer is negative. When we compare these disciplines with one another, we know that psychology is not a much more advanced science. It is clear that this is a characteristic science that studies the peculiarities of my organism. It is a variable and a character that cannot be accurately predicted. The methods of studying this science are not as clear and objective as in the Natural Sciences. On the other hand, exact data can be said based on the process of learning and the structure of substances in the Natural Sciences studying physical and chemical reactions. As a

result, we can say that, in contrast to the science of psychological characters, the Natural Sciences yanayam are well-defined and objective.

Thus, putting psychology in line with physical and Natural Sciences is not quite the right thing to do. The techniques of psychology and the desire to be objective and as clear as possible cannot find their place and reputation as a science, despite the fact that it is very strong.

We can say that this science, studying the structure and peculiarities of psychology, is a positive science that studies character in development.

It is the same fact that scientific psychology should not be considered a fully studied and without exaggeration a holistic science, since these qualities are considered contrary to the nature of the science, in which regular discussions on key issues arise, new schools appear directions, the acquired knowledge is re-examined, and specific truths are rejected.

The subject historical background is not only its step-by-step development is a great story, but also illuminates the different ideologies, concepts enter different values, individually or together, approach and protected by authoritative scholars from time to time subject tasks. The same applies to the topic of psychology as well. In the following pages shown below, the assassination is carried out in the main chapters, a look at the history of the subject of some psychology:

1. Early age to scientific psychology.
2. The modern era of scientific psychology.
3. Recent trends in modern psychology.

From early age to scientific psychology-how we deal and why we spread as issues that have been of interest since ancient times. In the early period of the history of psychology as follows, they gave a very scientific answer only on the basis of speculation and prejudice:

1. Human behavior believes that the planet is the result of its fate, which should have been under the influence of action. If we knew the position of the planets at any time, we could say and predict human behavior, appreciating its Horoscope. In addition to the role of planets, demons, spirits, ghosts and other supernatural forces were also responsible for changes in human activity. Thus, the causes and forms of human behavior were located something outside the human being.
2. The behavior of the Greek philosopher credited to look inside the human keys. Socrates says that the study of the nature of space is useless. As a result, he tried to get the method to the question and answer for peeping in human nature. Plato drew a clear difference between mind and body, assigning the main role in the formation of behavior of the former course. the concept of John Aristotle turned the main stone in psychology for many centuries. He considered your mind as a living phenomenon, which is considered "soul" or "psyche" as meaning "life" and directs the activity of the body movement. Nevertheless, he saw the mind and body as a person, and thus brought psychology to biology.

History of the development of the concept of psychology:

Stage 1: psychology is a science that studies the soul (mill.in the 1st century BC.6th century-16th century). Due to the presence of the soul, it has always been tried to explain incomprehensible phenomena in life. The initial concepts were conceived as having an animistic character, meaning that each body was distinguished by its own spirit. In vitality, the causes of events and actions were considered. Aristotle introduced the concept of psychology in all organic processes, as well as defining plant, animal and conscious beings.

The perception that a person has something else that differs from him in addition to the physical body has existed for a long time. As early as the earliest times, man sought to explain the causes of death and other phenomena through the phenomenon of dreaming, the unique abilities of certain people (for example, successes in hunting). But the initial views were of a mythological character.

They were not acquired through thinking, but through blind trust. Views of the soul were often associated with breath, while the soul was conceived as a flying creature.

Opinions about psychology have existed since ancient times. In the early days, psychological characteristics were explained as the work of the soul. John himself was regarded as a special secondary body in the human body. Such visions are called "animism". The word animism-anima means "soul". The fact that the soul in its essence consists of a fiery spark is emphasized by Heraclitus, or by Democritus, which consists of a fiery atom.

Plato's ideas that "ideas will be innate" have contributed greatly to the development of psychological thought. According to Plato's doctrine, the essence of "ideas" is eternal and unchanging, their higher world exists outside the natural world and cannot see them through the eyes of man.

Plato is considered the founder of the current of "dualism" in psychology. The word dualism means two-favoritism or two independent opinions. The essence of the doctrine of dualism explains that the material and spiritual world exists independently of each other of the body and psyche, and has long been contradictory things.

Plato's dualism was somewhat successfully overcome by his disciple Arastu (Aristotle in the 4th century BC-384-322 BC). Aristotle's "on the Soul" indicates that psychology as a special science began to come to the field as early as that time. Thanks to this, psychology came to the field as a science about the soul, and now the science of psychology has completely changed its meaning.

Arastu was the first in the history of personality thinking to prove that the soul and the living body are inseparable. According to him, the soul is not divided into parts, but it can be nourished, felt and moved throughout our activities, manifested in species-specific abilities such as intelligence. The first abilities are specific for the plant, the second and third for animals, and the fourth for humans. With the teachings of the spirit of plants, animals and the human spirit of reason, Arastu introduced the principle of development, which signifies higher abilities and their emergence at the core. Arastu put forward a theory about the formation of character in activity based on the release of the abilities that an organism receives from nature into a ruyob only through its private activity.

The teachings of Heraclitus, Democritus, Plato, Aristotle are considered the focal point in the development of psychological ideas in the following centuries.

In these periods, the first psychological views also arose in the East. The role of Great Eastern thinkers was great in the emergence of psychological views in the East. Among them, the likes of Al-Khwarizmi, Al-Farabi, Abu Rayhan Beruniy, Abu Ali ibn Sina, Mirzo Ulugbek left as a legacy their rich thoughts and views on the human psyche and the upbringing of the younger generation. Among them, especially Abu Ali ibn Sina's views on logic, metaphysics, natural sciences, especially Medicine, contributed greatly to the scientific progress of the time. He is one of the scientists involved in special psychological problems. His views on the soul, nervous system are of great importance. In particular, Abu Ali ibn Sina's views on the need to approach temperament characteristics did not lose their value in modern psychology even after a thousand years. Abu Ali ibn Sino is one of the first scholars in the world to employ psychotherapeutic techniques.

Gradually, the concept of the soul began to apply not to all manifestations of life, but only to the level at which we are now called the psyche. At the base of the category of the psyche came the concept of consciousness beyond perception and thinking, as a result of which voluntary actions and the possibility of their control were born. Galen (2nd century BC), for example, further enriched his vision of the physiological foundations of the psyche, summarizing the achievements of Physiology and medicine. His advanced ideas approach the interpretation of the concept of "consciousness" to some extent.

The 17th century is considered an important period for the sciences of biology and psychology. Of particular importance is the discovery by the French scientist Descartes (1596-1650) that behavior has a reflective (involuntary) nature, explaining that the functioning (activity) of the muscles in the heart is controlled by an internal mechanism of blood circulation. In particular, the reflex (Latin reflexus reflection) has become a means of objectively knowing neuromuscular activity, being interpreted as a response reaction of the body to external influences in legal clarity. It was made possible to interpret the occurrence of intuition, Association, passion.

In the construction of Psychological Science on a scientific basis, the English scientist Gobbbs (1588-1679) completely rejected the spirit, recognizing mechanical action as the only reality, arguing that its laws are also the laws of psychology. At its core-epiphenomalism (Greek husband - acute, rhainominon-supernatural phenomenon) arose, that is, psychology became the doctrine of mental phenomena, which, like the shadow of processes in the body, give way.

The Dutch scientist Spinoza (1632-1677) explained the mind by saying that reality, that is, something obvious, does not lag behind matter of great scope. He was a doctrinal promoter of the principle of determinism (Latin demmerminara - markilayman), that is, of the phenomena of nature, society, including psychic phenomena, determined by objective causes.

The teaching of Leibniz (1646-1716), a major 17th-century German thinker, had influenced the discovery of mathematics, including integral and differential calculus. The picture of life in the psyche is manifested not as an arithmetic assemblage, but in an integral way. Leibniz had differentiated perception (indirect unconscious perception) from perceived perceptions, where apperceptions involved attention and memory, relying on the idea of continuous delimitation of perceptions. Leibniz brought to Psychology the idea of the nature and continuous development of the activity of the psyche and the complex ratio between the manifestations of awareness and unconsciousness of the psyche.

In the 17th century, imperialism and sensualism led to the advance of the doctrine of the advantage of experience and perceived knowledge over "pure" reason, that there could be no innate ideas and principles in reason. The doctrine had been diligently defended by the English philosopher and pedagogue John Locke (1632-1704). It has been accepted to consider him as the founder of empirical psychology. The doctrine of the origin of all knowledge from experience has been central to Psychology. Because it assumes that the exact facts of spiritual life are a thorough study of ways to move from simple phenomena to complex phenomena. J. Locke believes that there are two sources of experience, one is the activity of external sensory organs (external experience) and the other is the internal activity of the mind (internal experience) that perceives its own private brain. A person is born without having any ideas. His soul is a "clean board", on which experimental records are later finished. The experiment consists of simple and complex ideas. These ideas are formed either from sensations or from internal perceptions (reflexes). In the latter case, consciousness is directed not to real objects, but to its own private product, remaining with itself. J.Locke's doctrine of refraction was based on the assumption that one would know psychological facts interospectively. With this, the doctrine of dualism is promoted again. They were also juxtaposed in terms of the fact that the mind and the outside world could be known by fundamentally different methods.

J.Locke's doctrine of external and internal experience has two different characters has stimulated the progress of both materialistic and idealistic teachings. The materialists were Gartley (1705-1784), the chief of the French, A.N.Russian materialists, led by Radishchev (1749-1802), took as a basis external experience in knowing the universe, and on the basis of the internal content of the human psyche, it was said that a person lies in his interaction with the environment.

By the 18th century, great progress had been made in the research of the nervous system (Galler, Prokhazka). As a result of this, the doctrine arose that the psyche is a brain function. A discrepancy between the spreading and action nerves was revealed by the English researcher Charles Bell and the Frenchman François Majandi. At its core, a new concept of reflector arc appeared in psychology. As a result of these, involuntary (conscious) and involuntary (unconscious) types of reflectors were discovered.

Influenced by scientific discoveries in uqori, the Russian scientist I.M.Sechenov's (1892-1905) reflector theory came to the fore, and this theory provides an opportunity to reveal the nature of the characteristic features of cranial reflexes, the physiological foundations, mechanisms of Psychological Science.

The word "psychology" was first coined in 1590 by the German theologian scholar R. It had been applied by Goklenius. And in the XVIII century, the German scientist X. Wolff first introduced the term "psychology" among scientific terms. He produced the first major scientific-psychological works: "empirical psychology" (1732) and "rational psychology" (1734).

Psychology is both an ancient and to some extent a new science. As an ancient science, it appeared two thousand years ago.

In the 70s and 80s of the XIX century, psychology was distinguished as an independent science. As the founder of scientific psychology, in particular experimental psychology, in 1879 in the city of Leipzig, the German researcher V, who was the first in the world to open an experimental psychological laboratory. Wundt is recognized. In accordance with this, this year is considered the date of the emergence of psychology as a science. Initially, as the main themes of Experimental Psychology, sensations and Exposure Time (F. Donders), and later-associations (G. Ebbingauz), attention (Dj. Kettel), emotional state (U. James, T.A. Ribo), mind and will (Vyursburgskaya shkola, A. Bine) served.

In the first half of the 20th century, many special branches of Applied Psychology arose-this is labor psychology, pedagogical psychology, medical psychology, etc., along with many special branches of scientific psychology-Psychophysiology, family, age, differential psychology, etc. Scientific Applied Psychology developed in different directions, while the crisis was overcome to some extent, many issues remained unresolved.

In the second half of the 20th century, the scientific and technical revolution had a huge impact on psychology. In science, methods of theories of mathematics, cybernetics, informatics, as well as electronic-computing techniques began to be used more widely. Psychology began to actively use the latest achievements in the fields of Medicine and biology.

Thus, psychology, having gone a long historical path on the path of development, has changed its name as a subject of study and as a science. L.D. Stolyarenko divides the development of psychology as a science into four stages.

First stage. Psychology is the science of the soul (Arastu). Such a definition of psychology was presented two thousand ago. By the presence of the soul, they would try to explain all the unknown phenomena in a person's life.

Second stage. Psychology is the science of consciousness (R. Descartes, B. Spinoza, D. Locke, G. Leibniz, D. Gartley). It arose in the XVII century with the development of Natural Sciences. The ability to think, feel, Want was called consciousness. Being the main method of learning, it was considered that a person observes himself and states reality.

Stage three. Psychology as a science of behavior appeared in the 20th century (D. Watson, E. Thorndike). The tasks of psychology are to put experiments and observe what can be seen directly,

namely, human behavior, actions, responses to exposure (motivations that cause actions were not taken into account).

Stage 4. Psychology as a science that studies objective laws, the mechanisms of activity and expression of the psyche, as well as facts.

The development of the science of psychology covers a number of stages, during which effective research work was carried out. It was in order to make research work effective that the need for the development of principles within the framework of science began to be felt. Work on this was put forward by the manifestations of American and other foreign psychology directions. At the beginning of the 20th century, directions of behaviorism, Freudianism were born. The direction of behaviorism is based on the result of observations made in animals, the manifestations of which are E. Thorndike and D. Watsons are. "Behaviorism "means" behavior " in English. This current proposes to investigate the relationship between the Hulk and the external environment, the laws, denying the psyche and consciousness. They argue that the function of psychology is to shoot at a stimulus (trigger), that is, the trigger acting on the sensory organs, to be able to predict what response reaction will be to it, or what stimulus will produce such a reaction. The formula for behaviorists is " S -> R".

In the direction of Freudianism, the Viennese psychiatrist Z. Freud founded. In his opinion, a person in essence looks like an animal. The behavior and character of a person will be subject to two principles: the principle of pleasure and realism. This stream also does not believe in the consciousness of a person Z. Freud turned his psychological theory into a general doctrine about man, about society and culture, gaining great attention in Western countries.

This direction brought completely new theories to the concept of psychology, ideas opposite to the concepts of structuralism, functionalism, behaviorism or the human psyche of the directions of geshtal-psychology. Let's talk about these views:

1. The world of anesthesia Freudian is full of psychological processes in life with consciousness, that is, much more than when a person is unconscious. Human consciousness is only a tenth of the psychological life. This broad concept is hidden and unattainable in the psychological life of a person. It includes all hidden desires and desires-feelings, traits such as motivation and aggressiveness. This is the secret psychological process that carries out the greatest part of a person's psychological life. The key to the solution to all problems with which there is a connection with the psyche is to ensure the degree of transition to conscious rave unconsciously.

2. Psychoanalytic method: Freud argued that problems in the psyche of older people are caused by forgetful experiences in their youth. He created a new non-natural psychoanalytic method for solving problems of attachment to the psyche. This method involves the process of analysis in case of anesthesia. For this purpose, Freud listed the following methods.

Free sleep. In this method, they will have to lay out an individual and tell what happens to his brain, that is, to his imagination.

Dream analysis: Dream in Freud's opinion is a hidden vision of his desires in human trigger time. These desires and experiences are reflected in a human dream. The illusion of dreams can bring out all the real feelings inside a person.

3. The structure of the psyche Freud created three different concepts, identity, ego and super ego. These are concepts that instill in the structure of the human psyche, its personality, psyche.

The identifier is the deepest and least informative part of the human personality. He has no realness or rules. Development of psychology, historical description.

The super ego of the psyche is the ethical part. Not thinking about this idealism and true realism. Perfection is its purpose, not to search for or destroy pleasure. All actions may be intelligible by the

dynamic balance between id, ego, and super –ego in Freud's view. The ID's demands, along with satisfying their own needs and appetite, make the two tick at the time.

"The purpose of psychic analysis is to restore balance: to be on that earth wherever you are". (Freud 1935).

Psycho-sexual development: sex according to Freud's vision-life is a fundamental status in doing something or in life. Sex is not exclusive to adults. Children's sexual desire from the beginning. The child goes through the following stages of several different types of psycho-sexual. (21bet)

Oral stage: the mouth according to Freud is the first genital organ for the child to enjoy. At first, the mother will enjoy the breast or bottle. It is then enjoyed instead by sucking on candy, sticks, or its own finger.

Anal stage: at this age, the child's interests are merged with the oral cavity and the organs of dissolution, the lateral anus or urethra. This stage is from two to three years old on the rock.

RESULT

Freud thus brought a completely different dimension to the field of psychology through his psycho analysis. His OA total terms in human temperament (thus conscious, unconscious and involuntary temperament include the structure of the psyche , the perception of repression, catharsis as a manifestation of unconscious , psycho-sexual development, and the effect of maintaining sex in a worthy position on the human Hulk is always in praise. In the course of subsequent phenomena, the psychoanalytic movement formed the basis of the development of psychoanalysis in 1902. 2 methods, Alfred Adler in individual psychology (1370 - 1937) and analytical psychology (1875-1961). It is necessary to remember them in two directions.

Completely opposed to this concept, modern psychology has introduced new concepts and theories to the human psyche.

However, along with this direction, we can put the directions of psychoanalysis and behaviorism for having the same character and strength. The remaining large forces, such as humanistic psychology, transpersonalagic psychology, and cognitive psychology, complement them.

CONCLUSION

In place of the conclusion, it can be said that it is currently advisable to form skills in psychology in students by organizing educational processes in the field that arise from the requirements of the time in teaching psychology in higher education institutions, to shape skills in managing psychological states in students.

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