

Article

Psychological Aspects in Education and Upbringing

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Abstract: Psychology is a major factor in determining how people learn and grow, particularly in pedagogical contexts. Thinkers like Farabi, Ibn Sina, and Ushinsky have contributed to the development of educational psychology, which represents both Eastern philosophical traditions and Western scientific developments. In spite of historical understanding, classic psychological concepts and contemporary teaching strategies that are adapted to the demands of today's students are still not fully integrated. The purpose of this article is to examine the psychological principles and processes that control student conduct and personal growth in learning environments, with an emphasis on practical application techniques. The research highlights important phases in psychological research, including problem creation, methodological selection, data analysis, and the use of results in instructional practice. It also highlights the importance that educators have in promoting psychological development. The study demonstrates the timeless value of traditional psychological ideas and offers a methodical, scientific approach to using them in modern educational contexts. In order to better support students' cognitive and emotional growth, it is critical that educators have training in both subject matter and psychological competencies. This study promotes more research to further connect contemporary pedagogical innovations with the historical underpinnings of pedagogical psychology.

Keywords: Personality, Freedom, Creative Thinking, Science, Human Perfection, Happiness and Well-Being, Human Psyche, Body, Soul, Intellect and Insight, Pure Conscience, Truthfulness

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1. Introduction

The use of pedagogical psychology in all areas of social life—including the family, educational institutions, industrial enterprises, and public organizations—serves as a key factor in establishing positive interpersonal relationships and enhancing productivity in education and upbringing[1]. Educational reforms not only involve the development of the “State Educational Standards,” but also aim to nurture an independent, active, and free-thinking individual who can envision a bright future, consciously relate to their destiny and identity, and develop themselves through various types of activity[2].

In order to organize the educational process in a scientifically grounded and effective manner, all existing educational institutions in our country must understand the specific psychological regularities of this process, its mechanisms, and effective methods for fostering active, independent, and creative thinking based on modern knowledge. In this regard, pedagogical psychology—one of the advanced branches of contemporary psychology plays a crucial role, as it studies the nature and laws of human mental development[3]. As a branch of psychology, pedagogical psychology examines the factors, laws, and mechanisms that have a significant impact on individuals through education and upbringing. Pedagogical psychology, which investigates the psychological laws

governing behavior and activity within educational institutions, stands at the intersection of two disciplines – psychology and pedagogy[4].

The subject of pedagogical psychology is the study of the regularities in the acquisition of knowledge, skills, and competencies within educational institutions. It also explores individual differences that occur during these processes, as well as the laws governing the development of active, independent, and creative thinking among students. Furthermore, it examines psychological changes in students resulting from the influence of education and upbringing, the age-appropriateness of educational materials, the psychological effectiveness of various teaching methods, and the psychological requirements related to textbook structure and content[5].

Although the emergence of works with psychological content related to education and upbringing dates back to the early 19th century as a distinct subject, the development and establishment of pedagogical psychology as an independent scientific discipline has been a complex process[6]. While our ancestors may not have studied psychological laws in a systematic scientific framework, their manuscripts contain valuable insights into human development that remain relevant today. For instance, Abu Nasr al-Farabi addressed educational issues along with related psychological and physiological problems. He viewed the human being as a holistic entity consisting of interconnected components and emphasized the decisive role of science in understanding existence. According to Farabi, while the human body, brain, and sensory organs are innate, intellectual knowledge, spirituality, moral qualities, character, religion, customs, and education emerge through interaction with the external environment and other individuals, and are acquired through personal activity[7].

2. Materials and Methods

This study's technique is based on a qualitative-descriptive analysis that combines theoretical and historical research to investigate the psychological laws and mechanisms relevant to students' educational growth. The study's foundation is an examination of both modern teaching methods and traditional pedagogical psychology. The conceptual understanding of psychological development in learning environments has been shaped by the works of prominent Eastern and Western psychologists and educators, including Abu Nasr Farabi, Ibn Sina, Ya. A. Komensky, J.-J. Rousseau, K. D. Ushinsky, and A. S. Makarenko. These works are considered primary sources. Using an interpretative methodology, the study examines scientific and philosophical literature to determine how psychological concepts are represented in the teaching and learning process. A survey of the literature and a comparative content analysis of the theoretical frameworks and real-world models employed in pedagogical psychology were utilised to gather data. The study also looks at the responsibilities that institutions play in promoting psychological development, including the strategies teachers employ to affect students' intellectual and personal development. The phases of psychological research, including problem identification, data observation, and interpretation, are discussed, along with how these phases influence instructional tactics. The analysis centres on the application of psychological principles including self-awareness, motivation, attention, and memory in actual classroom environments. This approach offers a basis for creating instructional practices that are informed by science and allows for a thorough grasp of how psychological ideas from the past and present can be modified to satisfy the changing demands of contemporary education.

3. Results and Discussion

Farabi considered intellect and mental development to be the highest outcomes of human advancement. Regarding the psychological characteristics of teachers, he stated: "A teacher must possess intellect and eloquence, and be capable of fully and clearly expressing their ideas to students." He further noted: "The role of the teacher and leader

is similar to that of a wise ruler; therefore, the teacher must retain all they hear and see, possess intelligence and eloquence, and be able to clearly articulate their thoughts to students. At the same time, they must value their honor and dignity and act justly"[8].

When it comes to education and upbringing, Abu Rayhan al-Biruni delves deeply into the essence of the educational process, emphasizing that effective teaching must be structured based on the psychological characteristics of children. In his pedagogical thought, the core issues were human beings, their happiness, education, and personal development[9]. The great medieval thinker and genius of medical science, Abu Ali ibn Sina (Avicenna), provided invaluable insights into the unity of the human soul, body, and heart, the structure of the human organism, and the functions and networks of the nervous system knowledge that remains fundamental in modern medicine. According to Ibn Sina[10]:

"...A teacher must be patient, have a clear conscience, be honest, and possess a strong command of educational methods and moral principles. A teacher should be able to study the student's entire inner and outer world and access the depths of their intellect."

One of the central themes in the work of Yusuf Khos Khajib is the cultivation of the perfect human being. In his works, particularly *Qutadghu Bilig* (Wisdom That Leads to Happiness), he presents a detailed vision of an ideal individual capable of meeting the societal demands of his era. The work is a spiritual and moral guide that integrates principles of education, personal development, ethics, and discipline[11].

Abdurahman Jami, in his works such as *Bahoristan*, *Khiradnama-i Iskandari*, and *Tuhfat al-Ahrar*, reflects upon the significance of knowledge, education, vocational training, and the cultivation of positive human qualities. Given that the educator's personality is a decisive factor in the educational process, Nasir al-Din al-Tusi emphasizes this in his treatise *On the Training of Teachers*, stating: *"A teacher must be skilled in debate, capable of arguing to the point of irrefutability, confident in the correctness of their views, and possess clear, logically structured speech. A teacher's words must never be bitter, rude, or harsh. Losing composure during a lesson could disrupt the entire process"*[12].

Alisher Navoi, in works such as *Khazayin al-Ma'ani* and *Mahbub al-Qulub*, presents valuable reflections on the moral and spiritual qualities of a mature, well-rounded individual, including their attitudes toward others, talents, and abilities. He underscores the importance of such psychological criteria in the establishment of social justice[13].

The psychological issues associated with education and upbringing have consistently attracted the attention of major scholars, philosophers, and writers. The earliest works with pedagogical and psychological content emerged in the 17th–18th centuries, rooted in religious and moral teachings. In Russia, early psychological studies were shaped by both Eastern and Western cultural influences and often explored the human psyche in various works. Scholars such as V.N. Tatishchev, A.N. Radishchev, and N.I. Novikov discussed the distinctive characteristics of mental development and psychological differentiation in their writings[14].

In his work *Conversation on the Benefits of Sciences and Educational Institutions*, Russian historian V.N. Tatishchev discussed the classification of sciences, the significance of knowledge, the role of language and speech, and their relation to developmental stages.

A.N. Radishchev was among the first to attempt a natural-scientific foundation for understanding child psychological development. His book *Journey from St. Petersburg to Moscow* holds an important place among pedagogical and psychological works. According to Radishchev, individuals perceive their surroundings through sensory impressions, which then influence the development of thought and intellectual growth[15].

N.I. Novikov, aiming for the welfare of humanity, emphasized the need for an effective educational approach that promotes useful knowledge among youth and

children. His works stress that intellectual development, memory, ethics, emotional sensibility, and imitation play critical roles in personal growth.

In the history of the development of age-related psychology and pedagogical psychology in Russia, the contribution of K.D. Ushinsky holds particular significance. According to him, the primary task of psychology as a science is to identify the goals of education, to correctly assess the outcomes of the teaching and upbringing process, and, based on these, to develop new methods and techniques, as well as to analyze and generalize pedagogical experience. In his work *"Man as the Object of Education"*, K.D. Ushinsky reflects the psychological characteristics of the individual – the very subject of pedagogical influence – along with his unique aspects [9].

Psychological regularities can be clarified objectively only through research conducted according to a well-structured plan. It is advisable to divide the process of psychological research into the following key stages:

1. **Problem Identification.** As in any scientific investigation, psychological research begins with the identification of a problem that is of theoretical and practical relevance. This stage also includes reviewing scientific and specialized literature on the topic to determine the extent to which the issue has been addressed in the field.
2. **Selection of Research Methodology.** Psychological studies are conducted using various methods (which will be discussed in more detail below). The success of the research greatly depends on the correct selection of methodology.
3. **Data Collection.** The data collected must be relevant to the research problem and gathered in an appropriate and purposeful manner. The main requirements for scientific data are objectivity, completeness, and consistency. The collected data should comprehensively describe the research problem from all perspectives.
4. **Data Processing.** The mathematical and logical processing of data allows for identifying general and specific patterns and distinguishing meaningful results from random occurrences. At this stage, the mean values (arithmetic, quadratic, etc.) and percentages are calculated, and the data are presented in tables, graphs, diagrams, and charts. For analyzing complex interrelations, variational statistical methods are used.
5. **Formulation of Patterns and Conclusions.** This stage is considered one of the most complex and responsible in the research process. Here, the essence of the collected data is deeply interpreted, and conclusions are drawn based on their interrelations. Often, these conclusions are preliminary and serve as a foundation for future verification and clarification studies.
6. **Application of Identified Patterns.** The practical implementation of the discovered patterns in specific fields of activity allows for verifying their validity. Teachers frequently generalize their own observations and the experiences of others during their professional practice. However, such generalizations often lack sufficient scientific justification, objectivity, and depth.

In developmental psychology and pedagogical psychology, this methodology includes both objective (external) and subjective (self-observation) types of observation, aimed at studying the changes occurring in the human psyche [10].

As a branch of psychology, pedagogical psychology focuses on the effective influences, regularities, and mechanisms of education and upbringing on the individual. Its main issues pertain to the psychological laws governing students' behaviors and activities in educational institutions. Moreover, it investigates the development of students' personalities under various educational influences and explores the psychological foundations of students' self-education. In the process of studying such psychological patterns, it is necessary to apply the fundamental stages of research: problem identification, methodology selection, data collection, data processing, and

practical application of the findings. To generalize the outcomes scientifically, it is essential to utilize a set of psychological research methods.

4. Conclusion

The study's conclusions highlight how crucial it is to incorporate psychological concepts into teaching methods in order to support students' intellectual, emotional, and social growth. The study emphasises how psychological laws—such as the growth of memory, attention, volition, and self-awareness—are closely related to successful teaching and learning by looking at the fundamental theories of well-known philosophers and educators. By using scientifically informed methods, educators are seen as playing a crucial role in influencing students' moral and intellectual growth. This emphasises the idea that a thorough grasp of psychological dynamics is just as important for instructional effectiveness as topic knowledge. By providing a framework that is both historically based and flexible enough to meet the demands of modern education, the study helps to bridge the gap between ancient philosophical insights and contemporary pedagogical psychology. Further research should concentrate on empirically validating the suggested psychological strategies across various educational contexts and examining the efficacy of teacher training programs that emphasise psychological literacy alongside subject expertise, given the changing nature of student needs and learning environments.

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