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## ПСИХОЛОГИЧЕСКИЕ ОСНОВЫ ТРАДИЦИОННОГО ОБУЧЕНИЯ

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### Аннотация

На сегодняшний день современная школа сталкивается с различными педагогическими задачами. Продуктивное решение всех этих вопросов требует опоры на современные психологические знания. В статье рассматриваются психологические основы обучения в школе. Это принципы, направленные на повышение мотивации к обучению, формированию навыков и умений, а также приемы, направленные на социализацию и персонализацию учеников.

**Ключевые слова:** обучение, педагогика, психологические принципы, образование, развитие, мышление, познание.

## PSYCHOLOGICAL BASIS OF TRADITIONAL LEARNING

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### ABSTRACT

Today, a modern school faces various pedagogical challenges. A productive solution to all these issues requires reliance on modern psychological knowledge. The article examines the psychological basis of learning at school. These are principles aimed at increasing motivation for learning, developing skills and abilities, as well as techniques aimed at socializing and personalizing students.

**Keywords:** learning, pedagogy, psychological principles, education, development, thinking, cognition.

Nowadays, the subject of pedagogy, as generally recognized by scientists, is considered to be the upbringing and education of a person at all age stages of his development as a special

function of society. The main problems of pedagogy are: studying the essence and patterns of development and formation of personality, defining the goals of education, and studying the methods of education.

Learning is a process of purposeful transfer of socio-historical experience; organization of the formation of knowledge, abilities, and skills.

Education is usually identified with teaching. Education is not only what a teacher gives to a student. Education is what a student receives from interaction with an educational institution as a whole, with teachers, and with students.

In solving theoretical problems of learning and education, it was necessary, first of all, to determine one's attitude to the concepts of general education.

Supporters of the formal theory of learning considered the development of mental abilities to be the main and only goal of education; communication of the necessary stock of knowledge was considered a secondary matter. Supporters of the material theory of learning fell into the other extreme and did not pay attention to the development of abilities, believing that it would happen by itself as a result of the accumulation of knowledge.

Supporters of the psychological justification of pedagogy have shown that in determining the essence of general learning and solving its problems, it is necessary to follow a fundamentally different path – the path of understanding the laws of development of the human psyche. The historical context of the emergence of the problem of the use of modern psychological knowledge by teachers is associated with the formulation of a broader question about the role of psychology in educational practice [1]. In general learning, as well as in the educational process, there are two sides – subjective, formal (exercise and development of abilities) and objective, material (assimilation of a certain kind of knowledge). Both of these sides are inextricably linked, united into a single process. Supporters of the formal and material theory did not take this relationship into account, absolutized each side, tearing them apart from each other.

Psychological principles, along with didactic and linguistic ones, are among the basic categories of methodology that ensure the effectiveness of the educational process. The most important psychological principles include the following: the principle of motivation, the principle of stage-by-stage development of skills and abilities, the principle of taking into account the individual psychological characteristics of the personality of students, the principle of taking into account adaptation processes [2].

The content and methods of general education should be based on the laws of child development. Accumulated observations of child development have shown that children's psyche is characterized by extreme tenderness and instability. In childhood, the connection between the cognitive sphere and the emotional and volitional spheres is especially pronounced; a child's thoughts very easily and quickly turn into feelings, and feelings into desires and actions. This feature should be used for the "even" development of the personality as a whole and for the development of all cognitive abilities, in particular. An equally characteristic feature of the child's psyche is the visual-effective nature of the child's attitude to the world. Sensory cognition is the main source of knowledge about the surrounding reality. Therefore, everything that is offered for cognition should be based on the child's sensory experience. Neither the teacher nor the book will be able to achieve true understanding until the student himself begins to get acquainted with real objects. Inexperienced teachers ask the child a lot of questions, the essence of which boils down to one: "What is a thing?" At the same time, they do not take into account that for the child this is an abstract question. The source of understanding, arising from the peculiarities of the child's psyche, can be the questions: "What does a thing do?", "How does it change?", "What is it good for?". These questions are capable of interesting a child, stimulating his imagination and therefore capable of developing understanding. A premature desire to introduce a child to the sphere of abstract

concepts will not benefit his development. Sensory cognition is a necessary stage preceding logical cognition.

Since correct thinking works according to objective logical laws, logic should be the basis of teaching methods. This principle should be applied in strict accordance with the age capabilities of children. Understanding this law and the ability to use it is the basis of didactics, or the art of transmitting information.

At the initial stage of learning, it is necessary to develop in children the skill of peering, pondering the object being studied, and not skimming the surface. A teacher who wants to firmly imprint something in a child's memory must ensure that as many senses as possible – the eye, ear, voice, sense of muscle movement, and even, if possible, smell and taste – take part in the act of memorization. The essence of visual learning is to teach a child to look closely at objects, notice what is essential in them, compare them with each other, find similarities and differences, arrange similar objects into groups and categories, etc. This achieves two goals. Firstly, objective knowledge about the surrounding world is acquired, ideas about the properties and qualities of objects (shape, size, color, weight, etc.), their actions and positions (in front, behind, under, above, etc.) are formed. Secondly, the senses are improved, speech is developed, and mental activity is stimulated. General visual teaching raises the child from the stage of sensory observation and perception to the first stage of meaningful contemplation and observation of the surrounding world; it leads the child to initial contemplative observation, to the combination of sensory activity with mental activity, so that this combination can form in him a more or less conscious idea of individual surrounding objects.

Achieving general educational goals depends significantly on the forms and methods of teaching, which should also be based on psychological basis. The choice of forms and methods of teaching depends on the educational goal and the level of mental development of the child. The lower the level of development, the more the subjective side should prevail, i.e., the more one should be guided by the child's capabilities. The higher it is, the more importance should be attached to the objective side, the content and nature of the subjects taught.

The principle of gradualism is especially important for primary education. One should not move forward if the child has not mastered the material covered to the proper extent. Children should acquire little by little, but not lose anything from what they have acquired and use it to acquire something new. This is the psychological law and the pedagogical rule based on it.

Classes built on the principles of clarity and gradualism systematize knowledge, form the habit of logical thinking, which makes learning conscious, and excludes memorization of educational material. Theorists of pedagogy attached great importance to the development of logical thinking as the highest goal of education and the formation of a system of knowledge. Scientists believe that it is harmful to the mental development of a child if knowledge is assimilated only as a sum of facts, and not as information processed by the students' own thoughts. From this we can conclude that knowledge should not be communicated in a completely manufactured form, so that the student has no choice but to accept and retain it in his memory. In order for the information communicated to the student to dispose him to mental work, the teacher supports the child's curiosity in him by all forms and spirit of teaching, establishes agreement between his inclinations and works, and especially ensures that the general will and determination to learn matures in the student. Pleasure is an obligatory accompanying component. The principle of psychological comfort can contribute to the development of the required competencies at a sufficiently high level [3].

Particular importance was attached to the cultivation of attention. Pointing to the need to form a culture of attention, it was emphasized that it has an impact not only on the acquisition of knowledge, but also on personal qualities. Therefore, the cultivation of attention must begin as early as possible, because the consequences of omissions in this area are very sad. A lazy person

can still be corrected, but a child who has not learned to strain his attention in the lower grades will not move forward, and the activity of his mind will not be independent if he is not accustomed to delve into what he hears and think in advance about what he must say [4].

The psychological principle is extended to the content and nature of school education, to the methods of teaching individual subjects. The younger the child, the less able he is to concentrate on one subject. Therefore, in initial learning, the range of study should be wide and varied, but this diversity is not "all in all." It presupposes order and unity, strict thoughtfulness, which should lead in the future to close coordination between individual subjects, which is the only truly developmental education.

Considering the methods of mastering grammar, scientists noted the absurdity of memorizing grammar rules and showed that the most rational method of studying grammar is based on activating the child's own intellectual powers, on the development of independent thinking.

A significant place in pedagogical works was occupied by the question of an individual approach. It is impossible to consider everyone equally, but to act reasonably, applying to the nature of the subject itself, to the personality and level of development of the students and the teachers themselves, this is the main business of pedagogical art. The issue of the need to combine school education with the demands of life, to take into account that a person learns not only at school but also in life, has not been left out of the field of attention. No attention is usually paid to learning in life. Meanwhile, this learning has a much stronger influence on the development of a person. For proper development, interaction between learning at school and in life is necessary, because, ultimately, learning must be subordinated to the demands of life. And only under this condition will the main goal of a comprehensive school be achieved, which consists in accustoming to conscious work and in providing the ability to work, in the ability to recognize one's strengths and inclinations and choose further special classes and further activities based on them. This is the real, vital practicality of general education [5].

So, this was a listing of only the main links of the psychological basis of traditional learning, the foundation without which it is impossible for a teacher to successfully solve educational and training tasks. Pedagogical technique is a necessary component of pedagogical skill. It is manifested both in the teacher's ability to master the means of personal influence (voice, facial expressions, gestures, posture), and in the ability to pedagogically appropriately organize his behavior. Pedagogical technique is a skill brought to a high degree of perfection. The skill of a teacher is a high level of creative mastery of the modern arsenal of means of psychological and pedagogical influence; this is their effective application in the process of all activities; this is a constant critical analysis of his actions and deeds as an educator and purposeful and systematic improvement of educational skills and abilities. Naturally, the focus of this skill should serve the general goal – the education of humanistic principles in a person, the formation of a personality capable of realizing his creative abilities, to successfully fulfill his roles in all spheres of life.

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