

HISTORICAL ASPECTS OF DEVELOPMENT OF PEDAGOGICAL PSYCHOLOGY

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Abstract. *The article considers problems of the basis of pedagogical psychology and its general psychological patterns, mechanisms of educational process. And educational psychology is also defined as an independent science. Formation and development of the idea of pedagogical psychology and objective prerequisites for the development of the idea of development in biology. The author specifically characterizes the psychological concept of educational psychology and links it to the laws of child development; requirements of student teaching; The emergence of experimental psychology and the development of objective methods for the study of mental processes, in particular memory of individual differences, mental development of children.*

Keywords: *history, aspect, development, pedagogy, psychology, science, theory, practice.*

In spite of the fact that interest in the child existed always, a subject of scientific studying the childhood became rather late. In the 17-18th centuries the child as subject to scientific research was considered within natural sciences, first of all in medicine. At the end of the 18th century the book of the doctor D. Tidemann about development of mental abilities of the child appeared. In 1851 there is Lebish's book "History of development of soul of the child". A large number of researches of features of children's development belonged to doctors and scientists, including Ch. Darwin. At the end of the 1870th the Russian psychiatrist I.A.Sikorsky published a research about features of exhaustion of children.

In America begins to conduct pedagogical researches of S. Hall, relying on biogenetic approach and the theory of reconciliation which was that the child development is the reduced option of development of the human race. Other American psychologist J. Baldwin approved need of individual approach to pupils on the basis of data of experimental psychology. Works of the German scientist K. Groce who created the theory of a game as forms of natural self-development had con-

siderable influence on formation of pedagogical psychology. For the first time the childhood was considered by it as an independent phase in development of the person.

Need of scientific justification of pedagogical process on the basis of psychological knowledge of the child was emphasized by Jan Amos Komensky, J. Locke, Jean Jacques Rousseau, Johann Pestalozzi, Adolf Disterveg, P.F. Kapterev.

Special role as sciences played works K.D in formation of pedagogical psychology. Ushinsky, first of all his book "Person as education subject. Experience of pedagogical anthropology". It possesses the statement: "If the pedagogics wants to bring up the person in every respect, it has to recognize before him too in every respect".

The pedagogical psychology as independent science began to be formed in the middle of the 19th century, and to develop intensively – from 80th of the 19th century.

Objective prerequisites of its formation became:

– development of the idea of development in biology (Ch.Darwin's theory in which the idea that development submits to a certain law was formulated). Any large psychological

concept is connected with search of laws of children's development;

- requirements of student teaching (the understanding of regularities, mechanisms and conditions of a child development is a basis of effective pedagogical process);

- emergence of experimental psychology (V. Vundt, V.M. Bekhterev) and development of objective methods of a research of mental processes, in particular memories (G. Ebbinghaus), individual distinctions (F. Galton), intellectual development of children (A. Binet). The first Russian laboratory on studying of the child in the pedagogical purposes was founded by A.P. Nechayev in St. Petersburg in 1901.

All-psychological regularities and mechanisms of educational process were considered as fundamentals of pedagogical psychology (the term was offered in 1877 by P.F. Kaptelev). P.F. Kaptelev suggested to consider education as expression of internal amateur performance of a human body and development of abilities.

At the end of the 19th century two tendencies of development of pedagogical psychology were defined.

The first – is connected with complex development of problems of a mental child development, its training and education, professional activity of the teacher (N.Kh. Vessel, P.F. Kaptelev, P.D. Yurkevich, P.F. Lesgaft, V. Henry, E. Klapared, J. Dewey, etc.).

Psychology of the teacher – the independent section of pedagogical psychology began to be formed in the 40-50th of the 20th century. Before there was rather "a psychology for the teacher" which problem was a psychological education of teachers (U. James, G. Myunsterberg, J. Dewey).

At the beginning of the 20th century in Russia two congresses on pedagogical psychology (1906, 1909) and three – on experimental pedagogics (1910, 1913, 1916) took place where questions of improvement of pedagogical process on the basis of psychological recommendations were discussed.

The term "experimental pedagogics" was offered by E. Meyman (the founder of laboratory at the school solving problems of training and education) in 1907 and long time was

treated as a synonym of pedagogical psychology.

Pedology as science was based on four principles significantly changing ideas of how it is necessary to study the child.

The first principle – refusal of studying of the child "in parts", the aspiration to come to synthesis of versatile knowledge (physiological, psychological, pedagogical, etc.) about the child.

The second principle – genetic which assumed studying of the child in development, in dynamics, through identification of tendencies of its formation.

The third principle – studying of the child in social environments, in connection with conditions of his life and education.

The fourth principle – a practical orientation of pedology, aspiration to make science about the child significant for tutors and children.

Culturological approach to education assumes consideration of a question of how society perceives and brings up the child, as one of the main characteristics of culture in general. Culture (Latin culture – cultivation, education, honoring, development) - the specific way of the organization and development of human activity presented in products of material and spiritual work, in system of social norms, in total the relations. In culture the way of activity of the certain individual and social group can be fixed. In the simple, slowly developing society of people it is merged with the culture. Customs, beliefs, habitual public forms seem to it unique and true. Manifestation of autonomy of culture in relation to the person and consequently, and need of education are reached at a certain level of social and spiritual development.

In the middle of the 20th century in researches of culturologists the personality and her character, installations and a life story becomes an original reality of culture. Concepts which are entered by them into science – "the basic personality", "national character", "social character", – demonstrate to keen interest in a question of interaction of the personality and society.

The basic personality is defined as steady set of the traits of character inherent in people of this culture and the situations proving in

the wide range, beginning from household behavior and finishing religious and political views.

"Social character is a result of dynamic adaptation of human nature to a social order". Social character, connecting culture type with a certain type of the personality, also serves as system by means of which occur search, selection and reconsideration of information. It can be studied by systematic observation, comparative studying of biographies, testing.

A. Kardiner considers the most important elements of education constancy or a sporadicness of maternal care; food regularity; the relation of parents or those who replace them, to the child; the help in learning to go, speak; ways of punishment; time and methods an *otnyatiya* from a breast; control of depletion of a stomach.

Also education methods were cruel. At lessons of the teacher punished children birches, and children did not dare to complain to parents. Even during a Petrovsky era when the repressive pedagogics began to be exposed to criticism, severity and severity remained indisputable norm.

The comparative-historical analysis allowed L. Demoz to mark out several styles of the attitude towards the child during the different historical periods.

1. Style of infanticide (antiquity till 4th century AD) is characterized by massacre of children and violence. At that time the material factor, ability of a family to provide the child's life was important. In case parents could not support the child, they killed him.

2. The leaving style (the 4-13th centuries AD). Presence at the child of soul admits. The opinion is developed: the child is full of the evil. During this period there are wet nurses, education practices in others family, in the

monastery. The atmosphere in a family - emotionally cold and strict.

3. Ambivalent style (the 14-17th centuries). To the child is permitted to enter emotional life of parents, he begins to be surrounded with attention, but refuse to it independent spiritual existence. Such approach to the child is similar to work of the sculptor who creates the work of art from clay. If the child resists, then from him beat out "the evil beginning".

4. Persuasive style (18th century). It is characterized by psychological proximity of parents and children. But parents seek to control completely not only behavior, but also inner world, thoughts and will of the child.

5. The socializing style (XIX – the beginning of the 20th centuries). The education purpose – training of the child for future independent life, process of a training is a basis of educational influence. This style of the relations formed the basis of creation of the majority of psychological models of the 20th century – from the Freudian "sewerage of impulses" to a skinnerovsky behaviorism.

6. The helping style (the middle of the 20th century). This style is based on an assumption that the child better than parents knows that it is necessary for it at each stage of life. A task of parents – to help an individual child development, to strive for understanding, proximity.

Sociological and social and psychological approaches consider an image of the child in culture and mass consciousness, ideas of features of the childhood and a growing and how they influence the choice of strategy of education. The image of the child has, at least, two measurements: what it is by nature (or from God) and what it has to become as a result of training, education, in general the socializing influences.

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ИСТОРИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ ПЕДАГОГИЧЕСКОЙ ПСИХОЛОГИИ

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***Аннотация.** В статье рассматриваются проблемы основ педагогической психологии и ее общих психологических закономерностей, механизмов образовательного процесса. И педагогическая психология также определяется как самостоятельная наука. Формирование и развитие идеи педагогической психологии и объективные предпосылки для развития идеи развития в биологии. Авторы конкретно характеризуют психологическую концепцию педагогической психологии и связывают ее с законами развития ребенка; требованиям к обучению студентов; возникновением экспериментальной психологии и разработкой объективных методов изучения психических процессов, в частности память индивидуальных различий, умственное развитие детей.*

***Ключевые слова:** история, аспект, развитие, педагогика, психология, наука, теория, практика.*