
**THE SCOPE OF THE RESEARCH REGARDING PSYCHOLOGY IN
UZBEKISTAN**

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Due to emerging new concepts, new terms are needed to express them. Particularly, in order compare English and Uzbek terms efficiently, it should be thoroughly studied. By a thorough study, we mean identifying lexical items' relationship such as synonyms, antonyms, hyponyms, graduonyms, homonyms and paronyms as well as compiling a dictionary regarding psychological terms. These deeds are of vital importance in investigation of psychological terms.[1;5] The scope of use of any terms is limited by the scope of the science they are discussing. This allows terminological units to function in their highly specialized terminological system, while revealing all their structural, semantic and functional features. [2;3]

Regarding Uzbekistan, Pedagogical Museum and Pedagogical Laboratory, established in 1918 in Tashkent and later in Shymkent as the first centers of pedagogical and psychological thought, is a universal educational institution that covers all tasks related to education and training. The educational methods of this aid were produced, tested here and distributed to other educational institutions of the country. Such an organization of the work made it possible to implement the findings. According to the regulations about the pedagogical laboratory, this place was supposed to be the center of pedagogical thought and work. Therefore, on the one hand, it was necessary to give an opportunity to use the rich experience gathered in the laboratory of every innovation of pedagogical work, and this opportunity should be given directly to schools. In addition to other laboratories and offices, there was also an experimental psychological laboratory in the pedagogical laboratory and the pedagogical museum, where various psychological experiments were carried out. It was stressed that it was necessary to take mentally ill and psychologically unbalanced children into education. To propose the establishment of a whole system of special institutions for the same purpose one of the scientists' proposal was noteworthy in several ways. First, this was a complex case, and some psychoneurological disease was not excluded.

1. Disease diagnosis (research level);
2. Treatment of patients (practical medical level);
3. Education and training of patients (level of practical education). [3]

It was planned to implement the first level of a psychological laboratory, the second level of a special treatment institution, and the third level of schools. One of the institutions in Turkistan was the "Uzbek State Scientific Research Institute", the current Kori Niyazi Scientific Research Institute of Pedagogical Sciences, which was established in 1929. Until now, this institute's pedagogical concepts of teaching create the theory of education in schools and preschool institutions were the only center. In the early 1930s, the institute had the following offices:

1. Social hygiene.
2. Economy.
3. Pedagogical
4. Psychological laboratory.

Since the establishment of the institute, the in-depth study of the characteristics and social environment of the local people has been engaged in the creation of lessons taking into account the psychological, social and cultural characteristics of children. The main directions of the institute's activities were as follows:

1. Organization of scientific expeditions;
2. Studying children's character;
3. Pedagogical personnel training.

The activity of this institute is closely connected with the names of such scientists as Bendrikov, Leventuert, Zavarova, Yusupov, Tokanaev, Debenzov, Mirsharipov, Mukhiddinov. In the 1930s, Alexander Romanovich Luria, one of the scientists who made a great contribution to world psychology, worked at this institute. On the basis of the research conducted within his institute, he later published the work "About the historical development of cognitive processes". P. Ivanov was one of the scientists who made a great contribution to the formation of the science of psychology in Uzbekistan. In 1940, he published the first textbook on psychology for students of pedagogical institutes. Later, in 1934, in connection with the transformation of the Samarkand Pedagogical Institute into the Uzbek State University, Ivanov moved with his laboratory to the Nizami Tashkent State University. Due to the lack of scientific and pedagogical potential in educational institutions of pedagogy, the first psychology classes were conducted with the help of translators, and later those translators began to give lectures on psychology in Uzbek language independently. Aliaskar Usmanov, Takhirikhan Askarkhujaev, Baiburova, Rakhmatova and others were teachers of psychology in the Uzbek language. His short essay on "General pedagogy" published in 1927, and it was a general method of education. His words such as

"General psychology" "Psychological foundations of education" made a great contribution to the development of science of psychology in Uzbekistan. Sh.A. Boyburova and Usmanov worked directly under his leadership. In 1959, under his leadership, Davletshin, Bekboev, Muzaffarov, I.P. and Ivanov defended candidate dissertations. In 1963, Krasnoboiev Ilya Berovich (1896-1968), head of the Department of Logic and Psychology of the Faculty of Philology of the Tashkent State University, defended his doctoral dissertation on the topic "Formation of faith and moral concepts in high school students", the first in psychology in Uzbekistan. Krasnoboiev's scientific activity has been related to research in Uzbekistan for 1920s. Members of the department of logic and psychology under his leadership: Mominova, V.Ya. Maros, A. Abdusattorov, V.I. Sofer, A. Gulamov, R.V. Gulamov, A. A. Yerstifirov conducted scientific research on psychology and logic in various facilities. These studies helped to solve the problems related to public education in Uzbekistan. M.Vokhidov (1927-1989) defended his doctoral candidate dissertation in Leningrad in 1955, first worked at the Andijan Pedagogical Institute, then at the Institute of Pedagogical Scientific Research named after Kori Niyazi. In 1966, he was elected head of the psychology department of Tashkent State University. In 1973, according to the order of the Council of Ministers, an educational experimental laboratory was established within the Faculty of History, with the participation of M. Mamatov, Zinin, L.I. Sofer and with the help of other talented scientists of the center here. M.Vokhidov has written textbooks for preschool educational institutions and pedagogical institutes, in recent years he has translated the textbook "General psychology" under the editorship of Vokhidov Petrovsky, and at the same time, he has become famous for creating a textbook in Uzbek, taking into account national and regional characteristics.

Davletshin Gabdulgalimovich was born in 1923. He was the Head of the Department of Psychology of Tashkent State University, Doctor of Psychology, in 1957 he defended his doctoral dissertation on the topic of the formation of technical interests in students of "5" and "7", and in 1971, he defended his doctoral dissertation on the topic of the psychology of technical abilities of students. Since 1968, he has been the head of the department of psychology, under the leadership of M. Davletshin, with the help of his direct advice, defended more than 100 candidacy and doctoral theses in Uzbekistan. F.S Ismailova, D.Z. Zaynobbiddinov, Majidov, B. Gagshirov, I. Makhmudov, L.K. Saytov, M.I. Musaeva, V.G. Gorobets, D. D. Sharipov, R.K. Shokhnazarov, J.U. Mavlonov, A. Epgptov, A.V. Majitova, M.I. Sagatov, D., Egamberdieva, G., Abdusamatov,

K. Sobirov, A. Sindarov and others have carried out their investigation in the field of general, youth pedagogy, and social psychology on various problems in Uzbekistan with his assistance. In addition, 25 cases were defended on various issues. Among them, 7 works were on the psychology of speech: (P.P. Zamin, N.N. Nigmatov, A.I. Arjonova, Kh. Ochilova, etc.), 4 works were on the psychology of memory: (P.I. Ivanov, M.V. Vokhidov, Kh.M. Gafurova, V.P. Ivayova); attention M.Kh. Rakhmonova; 14 works were on education (Goziev, Kodirov, Rasulov, Usmonova, Krasnoboev, Tokareva, etc.); 4 works were on labor psychology (Turgunov, Sotiboldiev, Yeliseev, Kholmatov); 3 were regarding human cases (Gofurov, Saidullaev, Shapovolov); 1 work was on differential psychodiagnostics (Madmarov); 2 works were on legal psychology (Ibragimova, Zapryagaev); 3 works were on sports psychology (Gapparov, A. Gainutdinov, R. Gainutdinov); 1 work was on neuropsychology (Bobojonova); 3 works were on the history of psychology (S. Rakhimov) on social psychology (Karimova, Abdumuminov, Tursunov); and other various departments of psychology, many scientists carried out work and brought the science of psychology to Uzbekistan, that is, the concept of psychology flourished. Currently, the field of psychology is gaining attention in Uzbekistan as well.

In conclusion, we can see that, although several psychologists have learnt this field deeply, psychology and its fields are being studied widely by modern Uzbek psychologists as well as linguistics. For studying psychology in foreign languages and gaining full knowledge and theory on today's modern science about humanity, we must know clearly the meanings of lexical items regarding psychology. Besides that, it is beneficial not only to psychologists, but also to linguistics if original meanings of lexical terms are investigated by linguistics in order to clarify the gist of psychological context.

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