

## THE ROLE OF PSYCHOLOGY IN ENGLISH CLASSES

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**Abstract:** This article is devoted to psychology in learning process and educational psychology to teacher`s subject. This article discusses the role of psychology in the educational process and the psychological approach of the teacher in the process of teaching English. The results of the research are presented in various professional forums and optimistically change the look of courses and textbooks in educational psychology. In addition, the examples given in the article add this element to teacher training, allowing teachers to improve their skills.

**Key words:** Educational system, psychology, theory, ability, teaching, style, competence

Today's education system is so complex that there is no one-size-fits-all approach. Therefore, psychologists working in the field of education focus on identifying and exploring learning methods to better understand how people perceive and store new information. Educational psychologists apply human development theories to understand individual learning styles and to inform the learning process. Interaction with teachers and students in higher education is an important part of their work, but it is not the only area of work. Learning is a lifelong endeavor. People learn not only at school, but also at work, in social situations, and even in the performance of simple tasks such as housework or work. Psychologists working in this small field study how people learn approaches and strategies to increase the effectiveness of learning in a variety of contexts. Education and psychology are interrelated. One psychologist said that I did not understand how a teacher could teach psychology without knowing it. Psychology has changed the spirit of education and given new content to learning in this classroom. Psychology has also changed the old concept of education, in which only the upper classes have the ability and right to learn. Psychology provides education with a theory of individual differences in which each child's mental ability is different and is studied at different tempo. In modern times, the psychology of education is the basis of education. The teaching of psychology has been effective in every area of the teaching process. Over the years, educators have written about the goals, objectives, and goals of educational psychology, emphasizing the relevance of this area to teaching and learning practices. However, as Sternberg (1996) points out, educational psychologists face increasingly challenges in explaining to teachers what they should do and why they should care. In this special publication, the authors explore the relevance of educational psychology in teacher training programs and highlight how educational psychology contributes to teacher training. A teacher is essential to teach his students according to their mental ability. Educational psychology helps the teacher in this. Bu o'qituvchiga qayerda va qanday qilib o'qitishga yordam beradi. 21-asrning muammolarini hal qilish uchun o'qituvchilarni o'qitish va ularni qo'llab-quvvatlash usuli bahsli masalaga aylandi.

Different study groups and blue ribbon panels focus on economic issues, equality and excellence, the need for more rigorous preparation of topics, as well as incentives and career ladder focus, especially in raising awareness, criticizing the current situation and making recommendations in English classes. . In traditional models of teacher training, at least in the opinion of critics, pedagogy (especially general pedagogy) is often emphasized at the expense of content training. This has led to a variety of reform proposals that are now well-recognized and aimed at increasing content preparation.

The first direction focuses on several criticisms and subsequent revisions of teacher training programs. The second direction refers to the traditional direction of teacher training programs, i.e. teaching methods. The third direction has received relatively little attention in the recent reform literature. We propose a model that is necessary for teacher training, which includes a strong focus on experience in diagnosing a person's education, motivation, and development as a key component. To avoid misunderstandings, we would like to emphasize that we do not deny the importance of the preparation of both the teacher and the content. Such a recommendation would be unfounded. Nevertheless, transforming teachers into students and knowledge skilled diagnosticians, we emphasize that teacher training and professional development is an important component of improvement. So, this approach is not about replacing the current reforms, but about completing them. Teaching is helping to develop diagnostic expertise in cognition, motivation and development, which is a very important element in our usual teacher training programs. The need for teachers to have an understanding of human development, education, and motivational theory is not traditionally debated. Courses on these topics have been the standard price in teacher training programs for at least 100 years.

Unfortunately, such courses are currently being taught; rarely produces much more than a primitive understanding of their basic content. Typically, they are mainly courses in the study of educational psychology, the goal of which is to cover as much theory and information as possible in the shortest possible time. Indeed, while previously the importance of such courses was taken for granted, now educational psychology is forced to defend the inclusion of its content in teacher training programs. The suggestions for making educational psychology courses more relevant and useful were many and varied. While generally considered a useful and positive development, such changes have not gone unnoticed, such as: "It is not enough to argue that educational psychology can be taught more effectively.

In summary, the discussion demonstrates the centrality of teachers' knowledge of teaching psychology. In reflecting this topic, we propose to consider three points: first, teacher psychology of teaching constitutes an important new area of knowledge in educational psychology; secondly, theories and research results on the psychology of teacher training should be meaningful and important for students in teacher education, as well as enhance their teaching practice, and thirdly, the knowledge of teachers on the psychology of teaching 'Improving the faculty's ability to teach educational psychology more effectively in teacher training programs. And finally, as mentioned, this leads to more effective practice in the classroom.

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