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IMPORTANCE OF FUNCTIONALISM AND EVOLUTIONARY PSYCHOLOGY IN TEACHING

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ABSTRACT: The current article is devoted to create the systematic drills based totally on Psychological and didactic standards in language educating for creating language abilities for learners. Moreover, it is aimed to apply psychological and didactic principles developing speaking, listening, writing and reading skills to teach foreign language. In this research observes the learners who preserve the increase attitude that talent is malleable, and success is associated to effort level are extra likely to continue to be targeted on desires and persist no matter setbacks. A high-quality way to begin off the year in a psychology type is with a dialogue of growth versus fixed mindsets due to the fact it helps college students apprehend how their beliefs about brain can affect their personal educational success.

Keywords: Psychological components, functionalists, comprehensive listing, **generalizing**, emotional dimensions, functionalists, behavior, natural selection, assessment, specific feature, human experience, perceptions

INTRODUCTION

Evolutionary psychology is a theoretical approach in the social and natural sciences that examines psychological structure from a modern evolutionary perspective.[1] It seeks to identify which human psychological traits are evolved adaptations – that is, the functional products of natural selection or sexual selection in human evolution. Adaptationist thinking about physiological mechanisms, such as the heart, lungs, and immune system, is common in evolutionary biology. Some evolutionary psychologists apply the same thinking to psychology, arguing that the modularity of mind is similar to that of the body and with different modular adaptations serving different functions. These evolutionary psychologists argue that much of human behavior is the output of psychological adaptations that evolved to solve

recurrent problems in human ancestral environments.[2] Evolutionary psychology is not simply a subdiscipline of psychology—its evolutionary theory can provide a foundational, metatheoretical framework that integrates the entire field of psychology in the same way evolutionary biology has for biology. Evolutionary psychologists hold that behaviors or traits that occur universally in all cultures are good candidates for evolutionary adaptations[6] including the abilities to infer others' emotions, discern kin from non-kin, identify and prefer healthier mates, and cooperate with others. Findings have been made regarding human social behavior related to infanticide, intelligence, marriage patterns, promiscuity, perception of beauty, bride price, and parental investment.[citation needed] The theories and findings of evolutionary psychology have applications in many fields, including

economics, environment, health, law, management, psychiatry, politics, and literature.[7]

MATERIALS AND METHODS

According to great scientist's distinction to Wundt, who tried to recognize the nature of consciousness, William James and the other contributors of the college of functionalism aimed to understand why animals and human beings have developed the particular psychological components that they currently possess (Hunt, 1993). For James, one's wondering was once relevant solely to one's behavior. As he put it in his psychology textbook, "My questioning is first and ultimate and always for the sake of my doing". James and the other participants of the functionalist school had been influenced by using Charles Darwin's [1809-1882] concept of natural selection, which proposed that the bodily characteristics of animals and humans evolved because they have been useful, or functional. The functionalists believed that Darwin's principle utilized to psychological characteristics too. Just as some animals have developed sturdy muscle mass to allow them to run fast, the human brain, so functionalists thought, must have tailored to serve a specific feature in human experience.

In deed, teachers are uncovered to a steady barrage of methodologies that promise to improve each educational techniques and pupil getting to know thru institute days, group meetings, seminars and the media. While some of these records is helpful, some of the pointers have little or no empirical records to help their effectiveness. The Coalition for Psychology in Schools and Education (CPSE), a team of psychologists and psychology instructors inside APA, these days announced the publication of the "Top 20 Principles from Psychology for pre-K to 12 Teaching and Learning." The Top 20 report was created by using psychologists representing a vast vary of divisions, including these focused on education, school, developmental, social, cognitive, psychometrics, media, counseling and clinical psychology. Each of the contributors has some

understanding in the application of psychological science to early childhood, elementary, secondary, proficient or distinct education; social/emotional learning; or faculty climate. The ideas are equipped into five areas of psychological functioning: cognition and learning; motivation; social and emotional dimensions; context and learning; and assessment. Each of the individual concepts listed in the document consists of an rationalization of the concept, its relevance for instruction, precise suggestions for teachers and a comprehensive listing of associated references.

RESULTS AND DISCUSSION

Although the Top 20 concepts are designed to observe psychological science commonly to pre-K to 12 teaching, they can additionally be utilized particularly to enhance the curriculum of introduction to psychology guides and help college students advance abilities that will help them examine greater efficaciously in all of their classes. Below is an overview of the standards and viable functions for their use in teaching excessive faculty psychology.

Cognition and learning: How do students think and learn? A first-rate deal of lookup from cognitive and educational psychology has located how thinking and learning can be improved in the classroom. The first eight concepts spotlight some of the most necessary findings on trainer practices that have an effect on pupil growth.

1. Growth mindset

Students' beliefs or perceptions about Genius and ability affect their cognitive functioning and learning.

Research shows that learners who preserve the increase attitude that talent is malleable, and success is associated to effort level are extra likely to continue to be targeted on desires and persist no matter setbacks. A high-quality way

to begin off the year in a psychology type is with a dialogue of growth versus fixed mindsets due to the fact it helps college students apprehend how their beliefs about brain can affect their personal educational success. For extra statistics about constant and boom mindsets and how they influence pupil performance, see the TED talk by way of psychologist Carol Dweck. A TED discuss by using Angela Lee Duckworth discusses how scholar studying can be examined in the context of motivation and illustrates how the personality trait of grit, which is correlated with success, can be developed through teaching of an increase mindset. In addition to the numerous particular thoughts in the Top 20 file for how instructors can inspire college students to advance a growth mindset, there is also an APA on-line module on praise that presents super examples of how instructors can nice frame conversation with students to foster a increase mindset.

2. Prior knowledge

What students already know affects their learning.

Research indicates that prior knowledge influences both conceptual boom and conceptual change in students. With conceptual growth, college students add to their present knowledge, and with conceptual change, students right misconceptions or mistakes in present knowledge. Facilitating conceptual boom or alternate requires first obtaining a baseline level of student expertise prior to the start of every unit thru formative assessment. One way to assess prior knowledge involves starting the unit with a quick listing of 5 to ten true/false statements and having a category dialogue about the results. The effects of this dialogue can guide the resolution of assignments and things to do that will be fabulous for facilitating either conceptual increase or conceptual change.

3. Limits of stage theories

Students' cognitive improvement and gaining knowledge of are no longer restrained through normal stages of development.

Research illustrates that cognitive development and gaining knowledge of are

now not restrained by means of widely wide-spread tiers of development. It is necessary for instructors teaching Piaget's cognitive stage idea to additionally reference the obstacles of this approach. Psychology curricula spotlight the magnitude of Lev Vygotsky's idea of area of proximal development and the necessary position that interactions with these who are greater successful can have on learning and growth. Instructors can use this research to facilitate mastering by using designing practice that makes use of scaffolding, differentiation and blended potential grouping. It is also quintessential that the most superior college students have the probability to work with others who will task them, such as other students or the instructor.

4. Facilitating context

Learning is based on context, so generalizing gaining knowledge of to new contexts is no longer spontaneous, but as an alternative wishes to be facilitated.

Student growth and deeper studying are developed when instructors help college students transfer learning from one context to another. Students will additionally be higher capable to generalize gaining knowledge of to new contexts if instructors invest time in focusing on deeper learning. One method of developing this ability is to have students use their understanding of a precise unit to generate achievable solutions for real-world problems. APA Teachers of Psychology in Secondary Schools (TOPSS) presents an gorgeous instance of this kind of task with the problem-focused unit on childhood obesity.

5. Practice

Acquiring long-term understanding and talent is mostly structured on practice.

This precept details empirically primarily based strategies that will help college students more efficaciously encode realized substances into long-term memory. In addition to those in the reminiscence unit, examples from this precept can assist inform preparation in the course of the course. By issuing formative assessment often via

exercise problems, activities and pattern tests, instructors can help college students enlarge their knowledge, skills and confidence. Additionally, instructors conducting practice things to do at spaced intervals (distributed practice) will help students reap increased increases in long-term retrieval ability. Practice tests have to encompass open-ended questions that require both the retrieval of current know-how and the assignment of applying that statistics to new situations or contexts, as a consequence additionally incorporating precept four.

6. Feedback

Clear, explanatory and well-timed remarks to college students are necessary for learning. This principle highlights the importance of teacher responses and shows the high-quality manner in which to supply remarks to college students in order to hold or increase motivation to learn. Providing students with clear, explanatory and well-timed feedback is important for learning. The CPSE book titled "Using Classroom Data to Give Systematic Feedback to Students to Improve Learning" affords extra data about remarks methods along with 5 key strategies.

7. Self-regulation

Students' self-regulation assists in gaining knowledge of and self-regulatory skills can be taught.

Self-regulation skills, consisting of attention, organization, self-control, planning and memory strategies, improve mastering and engagement and can be taught thru direct instruction, modeling and study room organization. Teachers can mannequin organizational techniques and help college students with the aid of highlighting gaining knowledge of targets at the start and conclusion of lessons, the usage of school room calendars, highlighting difficult ideas that will require greater practice, breaking giant projects into manageable components, the use of properly designed rubrics and permitting ample processing time through questioning, summarizing and practice. Psychology college students can observe this

lookup to their own find out about habits such as learning to practice willpower with the aid of limiting the distractions introduced by way of mobile telephones and social media. Students can additionally be inspired to graph experiments associated to the limits of interest and discuss the realistic implications of their results.

8. Creativity

Student creativity can be fostered.

Creativity is viewed a crucial talent for the science driven world of the 21st century and because it is no longer a secure trait, it can be taught, nurtured and increased. This precept describes particular techniques of structuring assignments to enlarge creativity and thoughts for how to model innovative problem solving. Creativity in the psychology study room can encompass opportunities for student-designed lookup projects, video projects, demonstrations and mannequin building. The TOPSS unit lesson plans include a variety of thoughts for creatively engaging students.

Motivation: What motivates students?

Students who are prompted and interested in getting to know are greater successful. CPSE has outlined the most essential methods to help extend scholar motivation and engagement.

9. Intrinsic motivation

Students tend to enjoy learning and to do better when they are more intrinsically rather than extrinsically motivated to achieve.

This precept is directed at how instructors can increase intrinsic motivation through study room practices and activities that aid the quintessential need of college students to feel autonomous. It is important to notice that no longer the whole lot of importance is intrinsically motivating to all students and that there is vicinity for extrinsic motivation in education. During the unit on motivation, when intrinsic and extrinsic motivations are normally discussed, students can observe their personal motivations and how they affect their success. Lastly, students can examine the research related to the over justification effect, additionally mentioned in this principle.

10. Mastery goals

Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

Students who structure mastery dreams are centered on reaching new abilities or increasing existing ability, however college students who improve overall performance desires typically are targeted virtually on displaying ample ability. When students set overall performance goals, they have a tendency to avoid duties that may expose weaknesses and give up lacking opportunities that would foster the improvement of new skills. Those with mastery dreams are extra possibly to be inspired to learn new skills and attain greater stages of competence. Principle 10 provides precise strategies for organizing coaching that can be used to help college students select mastery over performance desires although below positive occasions such as competitions, overall performance desires can also be extra appropriate.

11. Teacher expectations

Teachers' expectations about their students affect students' opportunities to learn, their motivation and their learning outcomes.

The beliefs that instructors have about their college students affect students' possibilities to learn, their motivation and their learning outcomes. Psychological lookup has uncovered approaches for teachers to communicate high expectations for all students and avoid creating terrible self-fulfilling prophecies. When discussing self-fulfilling prophecies and the Rosenthal and Jacobson study at some stage in the social psychology unit, Principle eleven can be used by using instructors to show college students how they can stop terrible self-fulfilling prophecies.

12. Goal setting

Setting goals that are short term (proximal), specific and moderately challenging enhances motivation more than establishing goals that are long term (distal), general and overly challenging.

This principle explains how students can use momentary (proximal), precise and slightly

difficult goals to make bigger self-efficacy and construct towards larger goals. Students have to preserve a document of progress towards their desires which is monitored by means of each the pupil and the instructor. After students journey success with slightly challenging proximal goals, they will be more possibly to become intermediate threat takers, which is one of the most enormous attributes existing in achievement-oriented individuals. As a result, they will be capable of achieving large distal goals. Tips based on this precept can effortlessly be used to create attractive class assignments for the motivation unit in the introduction to psychology curriculum.

Teachers are exposed to a regular barrage of methodologies that promise to improve both educational techniques and pupil mastering via institute days, crew meetings, seminars and the media. While some of these facts is helpful, some of the recommendations have little or no empirical information to guide their effectiveness. The Coalition for Psychology in Schools and Education (CPSE), a group of psychologists and psychology teachers within APA, these days announced the book of the "Top 20 Principles from Psychology for pre-K to 12 Teaching and Learning." The Top 20 document used to be created through psychologists representing a wide range of divisions, including these focused on education, school, developmental, social, cognitive, psychometrics, media, counseling and scientific psychology. Each of the contributors has some know-how in the software of psychological science to early childhood, elementary, secondary, and talented or distinctive education; social/emotional learning; or school climate. The ideas are equipped into five areas of psychological functioning: cognition and learning; motivation; social and emotional dimensions; context and learning; and assessment. Each of the person principles listed in the file consists of an rationalization of the concept, its relevance for instruction, unique recommendations for teachers and a complete listing of related references. Although the Top 20 ideas are designed to follow psychological science generally to pre-K to 12 teaching, they

can also be utilized specially to beautify the curriculum of introduction to psychology guides and assist students boost skills that will help them analyze more successfully in all of their classes. Below is a evaluation of the concepts and practicable applications for their use in instructing high college psychology.

CONCLUSION

From all the definitions given above, while teaching overseas languages it is so necessary to analyze what form of getting to know abilities and pursuit's inexperienced persons have. And teachers know how to lead the instructions with the aid of means of the usage of efficaciously chosen textbooks and what they take into consideration whilst putting into practice.

Teaching foreign languages with regard to the dominating channel of data understanding helps college students to overcome their fear of failure and worry of the assignment, when you consider that it permits doing the work in an person way and translating the undertaking into the student's own "language" inside the framework of the relationships that are sufficient to his or her kind of perception.

Language getting to know method use is a complicated multi-dimensional construct and is embedded into a network of interdependent variables. Analyzing method use as a consequence requires a holistic scrutiny of the person difference variables involved; no learn about will however be able to consist of every issue possible. In the current study, a extensive range of man or woman distinction variables are viewed in order to grant a comprehensive overview and recognize relevant relationships.

The assumption is that an instructional manner that is organized in such a way will enable no longer solely mastering disciplines, educating the pupil to think, developing intuition, imagination, and spatial representations, based totally on the student's subjective experience, however also developing an atmosphere of cooperation, co-creation, and co-thinking.

Apart from this, the chapter is conducted principles, strategies and effectively chosen things to do as nicely as learners' react toward chosen standards relying on textbooks.

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