



## Basic Theories and Concepts of Psychology

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**Abstract:** Psychology as a science is extensive and includes many theories and concepts, each of which attempts to explain various aspects of human behavior and the psyche.

**Key words:** psychology, behaviorism, approach.

### **The specifics of the behavioral consideration of personality.**

Behaviorism has different forms and is based on the philosophy of English empiricism, according to which behavior is determined by the environment, positivism, pragmatism and the psychology of functionalism. Positivism and empiricism are the source of the idea that all knowledge is based on "sensory data," but positivism associates with behaviorism not so much trust in sensory data as its attitude to observations. The behaviorist theory of personality also has another name — behavioral or scientific," since the main thesis of this theory says: our personality is a product of learning. There are two directions in the behaviorist theory of personality — reflex and social. The reflex direction is represented by American behaviorists Watson and Skinner. The social direction was created by the Americans A. Bandura and J. Rotter. The main source of personal development, according to both directions, is the environment. There is nothing of genetic or psychological inheritance in the personality. Personality is a product of learning, and its properties are generalized behavioral reflexes and social skills. From the point of view of behaviorists, any type of personality can be formed by order — a worker or a bandit, a poet or a merchant. For example, the reflexologist Watson made no distinction between the development of emotional reactions in humans and the salivation reflex in dogs, believing that all emotional personality traits (fear, anxiety, joy, anger, etc.) are the result of the development of classical conditioned reflexes. According to representatives of the social trend, an important role in the development of personality is played not so much by external as by internal factors, such as expectation, purpose, significance, etc. D. Bandura called human behavior determined by internal factors self-regulation. The main task of self—regulation is to ensure self-efficacy, i.e. to commit only those forms of behavior that a person can implement based on internal factors at any given moment. Behaviorists believe that personality is formed and develops throughout life as socialization, upbringing and learning take place. However, they consider the early years of a person's life as more important. In their opinion, the foundation of any knowledge and abilities, including creative and spiritual ones, is laid in childhood. Rational and irrational processes are equally represented in personality. Their juxtaposition makes no sense. It all depends on the type and complexity of the behavior. In some cases, a person may be clearly aware of his actions and his behavior, in others — not. According to behavioral theory, a person is almost completely deprived of free will. Our behavior is determined by external circumstances. The inner world of a person is objective. It's all about the environment. Personality is completely objectified in behavioral manifestations. There is no "facade". Our behavior is our personality. The behavioral characteristics of a person are amenable to operationalization and objective measurement. Reflexes or social skills act as elements of personality in the behaviorist theory of personality. Thus, for behaviorists, personality is a system of social skills and conditioned reflexes, on the one hand, and a system of internal factors: self—efficacy, subjective significance and accessibility, on the other. According to the behaviorist theory of personality, the personality structure is a complexly organized hierarchy of reflexes or social skills, in which the internal blocks of self—efficacy, subjective significance and accessibility play a leading role. The radical behaviorist approach of J. Watson. Data on the experimental formation of behavioral



reactions were used by behavioral psychologists. J. B. Watson (1878-1958), the author of the manifesto of the new direction "Psychology from the point of view of a behaviorist", believed that psychology should become an accurate and reliable science, therefore it is necessary to study human behavior, open and accessible to observation and measurement. In classical behaviorism, the "stimulus—response" (S — R) scheme is considered as a mechanism for the formation of new forms of behavior and is considered sufficient to describe the process of formation of a behavioral act of any complexity. The main determinant determining the direction of a child's mental development is environmental influences. To prove this point, Watson turned to the study of infant behavior and concluded that a child could be viewed as "a living piece of meat capable of giving a small number of simple reactions." He proceeded from the fact that human cubs have only three innate forms of behavior (reactions): anger (in a situation of restricting the movements of a newborn), fear (when losing support or with the sharp sound of a hammer hitting a steel bar), love (manifestations of pleasure in a child are caused by stroking, patting). Gradually, conditioned reactions are built over these instinctive reactions, and an expanding stream of behavior arises. From all possible reactions, those that contribute to the best adaptation to living conditions are selected and fixed. Watson experimentally showed how, based on an unconditional response, a child can have a fear reaction to a new stimulus.

Watson dreamed of a deep development of a scientific approach to education and wrote about it in his characteristic radical manner: "Humanity would undoubtedly improve significantly if it could suspend the birth of children for twenty years (except for children raised for experimental purposes) and devote these years to intensive study of the laws of child development, and then on the basis of to begin a new education based on the acquired knowledge, more scientific and more advanced methods." In the work "Psychological child care" Watson outlined some conditions that will help to raise physically and psychologically healthy children. First of all, we are talking about a strict daily routine, the availability of a special room for the child in which he could be protected from the effects of inappropriate stimuli, as well as the dosage in manifestations of tenderness and love towards the child (in order to avoid a position of condescension in an adult and a sense of permissiveness in children). Watson categorically stated the priority of the influence of the environment on the formation of a certain, strictly defined model of behavior in all people. He said that out of a dozen normal, healthy babies, with the directed organization of the environment, anyone can be raised: either absolutely identical people with the same tastes and behavior, or everyone can be made a specialist in a separate field — a doctor, a merchant or a thief. I.P. Pavlov: the theory of conditioned reflexes. Pavlov's teaching on higher nervous activity created a new era in the physiology of the brain. The century—old tradition of studying the brain only in the form of direct effects on it or in the form of general observations has been radically changed by the introduction of a new method - the method of conditioned reflexes. The doctrine of conditioned reflexes is original both in its methodological essence and in its methodological content. It is fundamentally different from everything that has been created over the course of three hundred years, starting from the moment when Descartes formulated the rules of the body's response activity. And his theory of P. He used the Cartesian concept of reflex, i.e., the course of excitation established by evolution from the periphery to the center and back to the periphery in the form of an animal's response to external stimuli. Pavlov's conditioned reflex is a fundamentally new form of regulating the animal's attitude to the outside world. Biologically, the conditioned reflex is the highest form of adaptation of an animal to the outside world and therefore, in the process of evolution, it turned out to be associated primarily with the youngest and at the same time with the most complex formation of the nervous system — with the cerebral cortex. One of the cornerstones of this teaching was the discovery of the phenomenon



of inhibition in the cerebral cortex, which, according to Pavlov, constitutes the reverse side of excitation and is crucial for all processes of higher nervous activity. He divided braking into two main groups — external and internal. External inhibition of conditioned reflexes always occurs as a result of some newly emerged holistic reaction of the animal. For the most part, this is a tentative research reaction. On the contrary, the second group — internal inhibition — develops already in the very arc of the conditioned reflex, i.e. in its cortical cells. A typical example of internal inhibition is the extinction of a conditioned reflex. Soon other types of internal braking were described — differential braking, conditional braking and delayed braking. Thus, along with external braking, which has many divisions, the types of internal braking begin to multiply. When the patterns in the ratio of the processes of excitation and inhibition were clarified, a natural question arose whether there was any time limit for the transition of cortical cells from inhibition to excitation and back. The first consequence of this discovery was that Pavlov's laboratory began to look closely at the peculiarities of the nervous activity of various animals, which had previously been considered more or less the same in relation to experiments with conditioned reflexes. Although even in Pavlov's first works there were hints that different animals have different attitudes to the development of conditioned reflexes, however, it was only after experiments with experimental neurosis that the fact of the difference in nervous systems in different animals became so obvious and demonstrative that it could no longer be left without further in-depth development. Gradually, the doctrine of the types of nervous activity was created.

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