

The Specific Features of Addressing Psychological Issues and Situations in Educational, Upbringing, and Instructional-Methodological Processes of Pedagogical Activity

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ABSTRACT

This paper explores the specific features of addressing psychological issues and situational challenges that arise within the educational, upbringing, and instructional-methodological dimensions of pedagogical activity. It highlights the crucial role of educational psychology in understanding learners' behavior, emotional states, and cognitive development in both individual and group contexts. The study emphasizes the need for teachers to possess not only subject-matter knowledge but also psychological competence to respond effectively to diverse classroom situations. It also examines how psychological factors influence lesson planning, teaching strategies, classroom management, and the overall effectiveness of the pedagogical process. By analyzing real-life scenarios and educational case studies, this research offers practical approaches for identifying and resolving common psychological problems encountered in contemporary teaching environments.

Keywords: Pedagogical activity, educational psychology, psychological issues, upbringing process, instructional methodology, classroom management, teacher competence, learner behavior.

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Introduction

In the ever-evolving landscape of education, the intersection of pedagogy and psychology has become increasingly significant. Educators are not only tasked with imparting knowledge but also with understanding and addressing the psychological complexities that influence learning and development. The integration of psychological principles into educational practices is essential for fostering environments that support both the intellectual and emotional growth of students.

Pedagogical activity encompasses a broad spectrum of processes, including teaching methodologies, curriculum development, classroom management, and student assessment. Within these processes, educators frequently encounter psychological issues and situations that require careful navigation. These may involve addressing students' emotional well-being, managing behavioral challenges, and adapting instructional strategies to meet diverse learning needs.

The ability to effectively address such psychological aspects is crucial for promoting a holistic educational experience.

Educational psychology serves as a foundational framework for understanding the cognitive, emotional, and social factors that influence learning. It provides educators with insights into how students process information, develop skills, and interact within the learning environment. By applying theories from educational psychology, teachers can design instructional methods that cater to various learning styles and developmental stages, thereby enhancing student engagement and achievement.

One of the key challenges in educational settings is recognizing and responding to the individual differences among students. Factors such as cognitive abilities, motivation levels, cultural backgrounds, and socio-emotional development can significantly impact learning outcomes. Educators must be equipped to

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identify these differences and implement strategies that accommodate diverse needs. This requires a deep understanding of psychological principles and the ability to apply them effectively within the classroom context.

Moreover, the instructional-methodological processes in education are deeply intertwined with psychological considerations. Effective teaching methods are not solely based on content delivery but also on the psychological readiness of students to absorb and apply knowledge. For instance, concepts such as scaffolding, zone of proximal development, and metacognition are rooted in psychological theories and play a vital role in instructional design. By incorporating these concepts, educators can facilitate deeper learning and critical thinking skills among students.

The upbringing aspect of education further underscores the importance of addressing psychological issues. Beyond academic instruction, schools are instrumental in shaping students' moral values, social behaviors, and emotional resilience. Educators often serve as role models and mentors, guiding students through various developmental challenges. This mentorship role necessitates a strong grasp of developmental psychology and the ability to foster positive relationships that support students' overall well-being.

In recent years, there has been a growing emphasis on the mental health of students within educational discourse. Issues such as anxiety, depression, and stress have become increasingly prevalent among learners, affecting their academic performance and personal development. Educators are now expected to recognize signs of psychological distress and collaborate with mental health professionals to provide appropriate support. This shift highlights the need for comprehensive training in psychological literacy as part of teacher education programs.

Furthermore, the integration of technology into education has introduced new psychological dynamics. While digital tools offer innovative ways to enhance learning, they also present challenges related to attention spans, screen fatigue, and the potential for social isolation. Educators must navigate these complexities by understanding the psychological impacts of technology use and implementing balanced approaches that promote healthy digital habits.

The COVID-19 pandemic has further accentuated the psychological dimensions of education. The abrupt transition to remote learning, coupled with social distancing measures, has disrupted traditional educational models and heightened students' emotional and psychological vulnerabilities. Educators have had to

adapt rapidly, employing strategies to maintain student engagement and provide emotional support in virtual settings. This unprecedented situation underscores the critical role of psychological preparedness in educational resilience.

In conclusion, the specific features of addressing psychological issues and situations within educational, upbringing, and instructional-methodological processes are multifaceted and integral to effective pedagogy. Educators must possess a robust understanding of psychological principles and the ability to apply them across various educational contexts. By doing so, they can create inclusive, supportive, and dynamic learning environments that cater to the holistic development of students. As the educational landscape continues to evolve, the synergy between pedagogy and psychology will remain pivotal in shaping the future of teaching and learning.

Materials and Methods

This study investigates the specific features of addressing psychological issues and situations within the educational, upbringing, and instructional-methodological components of pedagogical activity. A qualitative-descriptive approach was employed, supported by elements of content analysis and case study methodology, in order to explore the real-life experiences of educators and the practical implications of educational psychology in classroom settings.

Research Design the research was designed as a **qualitative case study**, focusing on the application of psychological principles in pedagogical practices. This design was chosen to enable an in-depth understanding of how teachers interpret and manage psychological situations in the learning environment, such as emotional disturbances, behavioral conflicts, motivation-related challenges, and interpersonal dynamics among students.

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Table 1. Addressing Psychological Issues in Pedagogical Activity

Psychological Issue	Context	Teacher Response / Strategy	Educational Outcome
Student anxiety and fear	During exams, oral presentations	Positive reinforcement, relaxation techniques	Improved student confidence and performance
Low motivation	Daily lessons, especially in difficult subjects	Use of gamification, setting short-term achievable goals	Increased student engagement
Aggressive or disruptive behavior	Group work, break time, peer interactions	Conflict mediation, behavior contracts, communication training	Reduced incidents, better peer relationships
Emotional withdrawal	Class participation, group discussions	Individual support, counseling referral, inclusive group tasks	Improved social participation
Learning difficulties	Reading, writing, and problem-solving tasks	Differentiated instruction, one-on-one tutoring	Enhanced academic performance
Lack of self-esteem	Public speaking, project presentations	Personalized feedback, peer support, showcasing strengths	Higher self-esteem and active involvement
Family-related stress	General classroom behavior	Family-teacher communication, flexible deadlines, emotional support	Stabilized student behavior and performance

Results and Discussion

This section presents the findings obtained from interviews, classroom observations, and document analyses, followed by a discussion of their implications in the context of pedagogical activity. The results highlight how psychological issues are identified, managed, and integrated within educational, upbringing, and instructional-methodological processes.

Instructional-Methodological Adaptations Based on Psychological Needs

Findings:

Teachers adapted their instructional approaches to cater to psychological readiness. This included:

- Breaking complex tasks into manageable parts;

- Providing visual aids and hands-on activities;

- Using inclusive language and offering frequent encouragement;

- Differentiating instruction based on learners' confidence levels and emotional state.

Discussion:

These adaptations reflect the integration of constructivist principles into instructional methodology. Teachers who are sensitive to learners' psychological states can design more effective lessons that enhance motivation and participation. The use of differentiated and emotionally responsive instruction is a hallmark of modern pedagogical professionalism.

This echoes a critical issue in teacher education: psychological competence is often underdeveloped. Teachers are expected to manage a wide range of psychological challenges without sufficient professional support or resources. Building this competence requires institutional changes in how teachers are trained and supported in their careers.

General Discussion and Implications

Overall, the study reveals that addressing psychological issues in pedagogical practice is not an additional responsibility—it is an inseparable part of teaching, upbringing, and methodological planning. The ability to recognize emotional and behavioral signals, provide appropriate interventions, and tailor teaching methods accordingly defines the effectiveness of modern educators.

This underscores several key implications:

Teacher training programs must include structured modules on educational psychology and emotional intelligence;

Policy frameworks should support school-based mental health initiatives and encourage collaboration among educators, psychologists, and families;

Continuous professional development is needed to equip teachers with the tools and confidence to address evolving psychological challenges in the classroom.

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Conclusion

In contemporary pedagogical activity, addressing psychological issues is not merely supplementary—it is fundamental to the holistic development of learners and the success of the educational process. As revealed in this study, psychological challenges such as anxiety, behavioral problems, low motivation, and emotional withdrawal are common in educational and upbringing settings. These issues, if left unaddressed, can significantly hinder learners' academic performance, social development, and emotional well-being.

The findings demonstrate that educators employ a variety of methods—ranging from individualized support and differentiated instruction to peer collaboration and emotional scaffolding—to resolve these psychological situations. Such strategies not only enhance learning but also foster a safe, inclusive, and psychologically supportive environment. Moreover, the research underscores the central role of upbringing (tarbiya) as an ethical and emotional component of education that nurtures students' values, character, and interpersonal skills.

The instructional-methodological process must also be informed by an awareness of learners' psychological readiness, learning styles, and emotional resilience. Pedagogical methodologies should be adaptive, emotionally sensitive, and student-centered. To achieve this, teachers need structured training in educational psychology, behavioral management, and emotional intelligence, as well as ongoing professional development opportunities.

In conclusion, the integration of psychological awareness into all domains of pedagogy—educational, upbringing, and methodological—is essential for effective and humanistic teaching. As educational demands evolve, there is a growing need to treat teachers not just as transmitters of knowledge, but as emotionally intelligent mentors who guide students through the complexities of learning and personal development. Fostering such a model requires collaboration among policymakers, educators, psychologists, and families to ensure a well-rounded, resilient, and psychologically attuned educational system.

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