

## ESSENCE OF THE CONCEPT OF “INTEREST” IN FOREIGN PSYCHOLOGICAL - PEDAGOGICAL RESEARCH

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### ABSTRACT

This article explains the notion of “interest”, its essence, role and significance in foreign psycho-pedagogical research. The notion of "interest" is given by comparative analysis of the research, ideas and opinions of foreign scientists.

**Keywords:** Curiosity, human interest, psycho-pedagogical research, activity, the essence of the subject, “activity”.

### INTRODUCTION

The concept of “interest” is defined by researchers from the standpoint of philosophical, sociological and psychological-pedagogical science. In philosophy, the concept of "interest" is considered in connection with the needs and values that penetrate into various spheres of society and individual activities. The more diverse are the interests of man, philosophical science affirms, the wider is the life of society expressed in them, expressed in science, art, technology, culture. The area of interest in sociology extends to the social, ethical and aesthetic life of society and man. From the point of view of sociological science and, in the opinion of A.G. Zdravomyslov, G.I. Hack, - interest - “this is the unity of expression, manifestation of the inner essence of the subject and reflection of the objective world, the totality of the material and spiritual values of human culture in the consciousness of the subject.

**Material and methods.** Interest promotes the unification of personal and social values - this is an object of human aspirations and desires. " In the encyclopedia "interest (in the social sense) is considered as the real reason for social actions, events, accomplishments, behind the direct motives, motives, thoughts, ideas, etc., involved in these actions of individuals, social groups, classes." Hence, according to G.E. Glezerman, one of the central issues of 20th century sociology was the objective - subjective nature of interest, the distinction between the real interests of people and their ideas about these interests. A number of encyclopedic publications provide various definitions of interest in the context of pedagogical science.

**Results and discussion.** The analysis of definitions showed the following most significant aspects of interest. On the one hand, interest is a form of manifestation of cognitive need,

contributing to a deeper reflection of reality. On the other hand, a person's cognitive orientation toward a particular object or phenomenon of reality, associated with a positive emotionally-colored attitude to cognition of an object or to mastering one or another activity, is one of the most significant incentives for acquiring knowledge and broadening one's horizons.

The definition of "interest" from the point of view of psychological science unites several positions. And one of the central ones is the interpretation of interest as a special selective attitude of an individual to an object, an orientation of an individual. Along with this, interest is characterized by a connection with the emotional and intellectual spheres of the personality.

In the "Psychological Studies of the Development of Cognitive Activity" the views of D. Freyer, S. Bueller, E. Thorndike are analyzed, in which the concept of "interest" is presented as an activator of diverse feelings, as a structure consisting of needs and its own figurative sensuality of a person, as a feeling of uplift, mental arousal, attraction to the subject. In the work of A.I. Anastasiev's interest is revealed as a special alloy of emotional, volitional and intellectual processes that increase the activity of consciousness and the activity of the individual.

We also find similar ideas about the interest of personality in the studies of V.N. Myasishchev and A.G. Kovalev, in which he is characterized as an active cognitive attitude to reality and a specific attitude of the person to the object, caused by the awareness of his vital significance and emotional attractiveness.

Along with the differences in these interpretations, the commonality of some aspects is obvious. For example, the connection of interest with various mental processes (emotional, intellectual, regulatory). Its inclusion in personality formations, relationships, needs, personality orientation, processes of consciousness and activity.

In various studies related to the disclosure of the essence of interest, assumptions have been put forward regarding the nature of its occurrence. They were based on the idea of the leading role of various mental processes: emotionally - regulatory and intellectual. In psychology, the allocation of interest in a separate research problem dates back to the 17th century, when a person began to turn to his personality in the study of man. Attaching great importance to interest in educating the child's personality, foreign psychologists, at different times, expressed a number of assumptions about the relationship of interest with intelligence, emotions, and will. In the same "Psychological studies of the development of cognitive activity" we find an assessment of interest by the representative of the so-called intellectualist theory, I.F. Herbart. He compared the interest of the individual with the state of "spiritual activity", understanding mental activity under it and identifying it with involuntary attention. The bearers of self-consciousness and initiative in this theory are the ideas that gain and lose consciousness.

Herbart called interest "amateur activity", this should be understood as the independence of ideas. The state when interests rise beyond the threshold of consciousness, become intense, clear, separate. However, according to S.A. Ananyin, - this theory is "atomistic and without subjective." At about the same time, a number of psychological studies by W. James, S. Hall, D. Selly, A. Binet, E. Meyman, V. Preyer, O. Decroles, E. Clapared and others were aimed at studying the hereditary biological causes of interest.

James from the book "Conversations with teachers about psychology", in which he wrote about interest, connecting it with instincts, saw in it innate reactions to certain stimuli. Giftedness and

ability, as the basis of interest, are, in his opinion, inborn, and education can only develop what is inherent in a child by nature.

Thorndike represented the interests as innate and acquired. He identified the relationship between attraction and interest with the relationship between innate and acquired reactions. The mechanistic idea of the development of interests was reflected in the views of R. Woodworth, who believed that the ability of the human psyche to acquire new mechanisms and aspirations. It is mechanical, an idea of the development of interests that accompany the development of skills that arise as a tendency to repeat repeated actions, a simple inertia of behavior. As a result, the essence of the concept of “interest” consists of the following aspects:

- interest is one of the forms of manifestation of cognitive needs;
- provides a personality orientation, characterized by a desire for knowledge;
- characterized by intellectual, emotional and volitional characteristics;
- curiosity is essential for the development of interest, it can be considered as the initial stage of manifestation of cognitive needs;
- interest is closely related to the concept of “activity” and is of great importance in the formation of cognitive activity of a child.

## CONCLUSIONS

Between them there is an interdependent relationship. Activity is both a condition and a means of providing the child the opportunity to actively learn about the world around him. It is considered as a means of successful learning and personal development. Interest in this connection acquires the significance of a leading motivator, a motive that ensures the successful implementation of any activity.

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