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THE DEVELOPMENT AND FORMATION OF PSYCHOLOGY AS A SCIENCE

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ABSTRACT

The development and formation of psychology as a science has gone through several key stages: 1. The Ancient period, 2. The Middle Ages and the Renaissance, 3. Modern Times, 4. The XIX century - the formation of psychology as an independent science.

Keywords: development, formation, psychology, science.

INTRODUCTION

The concept of cognition

Cognition is a creative activity of a subject focused on obtaining reliable knowledge about the world. Cognition is an essential characteristic of the existence of culture and, depending on its functional purpose, the nature of knowledge and the appropriate means and methods, can be carried out in the following forms: everyday, mythological, religious, artistic, philosophical and scientific. Cognition begins with sensory (sensations, perception, representation), then logical (concept, judgment, inference). Judgments have a general form and do not depend on language. Conclusions lead to new knowledge. During induction, verification is required, because the induction is incomplete. Deduction requires verification of the original postulate. Scientific knowledge is formed on the basis of the ordinary. Features of scientific knowledge: 1. The main task of scientific cognition is the discovery of objective laws of reality – natural, social (social) laws of cognition, thinking, etc. This is the main feature of science, its main feature. 2. On the basis of knowledge of the laws of functioning and development of the studied objects, science foresees the future in order to further practical development of reality. 3. The immediate goal and the highest value of scientific knowledge is Objective truth, comprehended mainly by rational means and methods, but not without the participation of living contemplation and non–rational means. 4. An essential feature of cognition is its consistency. Without a system, it's not a science. 5. Science is characterized by constant methodological reflection. This means that in it, the study of objects, the identification of their specifics, properties and connections is always accompanied — to one degree or another – by an awareness of the methods and techniques by which these objects are studied. 6. Scientific knowledge is characterized by strict evidence, the validity of the results obtained, and the reliability of the conclusions. Knowledge for science is evidence-based knowledge. Knowledge must be confirmed by facts. 7. Scientific cognition is a complex, contradictory process of production and reproduction of new knowledge, forming an integral and developing system of concepts, theories, hypotheses, laws and other ideal forms, fixed in language, the process of continuous self–renewal by science of its conceptual and methodological arsenal is an important indicator (criterion) of scientific character. 8. Knowledge claiming to be scientific should allow for the fundamental possibility of empirical verification. The process of establishing the truth of scientific statements through observations and experiments is called verification, and the process of establishing their falsity is falsification. An important condition

in this case is the focus of scientific activity on criticism of their own results. 9. In the process of scientific knowledge, such specific material means as instruments, instruments, and other so-called "scientific equipment" are used, often very complex and expensive (synchrophasotrons, radio telescopes, rocket and space technology, etc.). 10. The subject of scientific activity has specific characteristics — an individual researcher, a scientific community, a "collective subject". Doing science requires special training of the cognizing subject, during which he masters the existing stock of knowledge, means and methods of obtaining it, a system of value orientations and targets specific to scientific knowledge, ethical principles. These criteria perform a protective function, protecting science from delirium. Scientific knowledge is a concrete historical system of criteria. It is constantly changing and the given set is not constant. There is also a criterion of logical consistency, the principles of simplicity, beauty, heuristics, coherence. Everyday knowledge has existed since the very beginning of mankind, providing basic information about nature and the surrounding reality. The basis was the experience of everyday life, which, however, is unsystematic in nature. It is the initial layer of all knowledge. Everyday knowledge: common sense, and signs, and edification, and recipes, and personal experience, and traditions. Its peculiarity is that it is used by a person almost unconsciously and in its application does not require preliminary evidence systems.

Classification of human sciences. The place of psychology in the system of sciences

Due to its specificity, psychology occupies a special place in the system of modern sciences, being in one way or another and in one way or another connected with most fundamental and applied disciplines studying nature and man. At the moment, it does not exist as a single science, but as a number of directions that differ in subject matter, but are conditionally united by an object, although interpreted differently. B.M. Kedrov proposed to divide the sciences according to the principle of the object. He distinguished two main scientific objects: nature (organic and inorganic) and man (human society and thinking). The line between them is conditional. There are natural sciences and humanities; the latter are divided into social and philosophical. Thus, three main sections of scientific knowledge are identified, each of which represents a complex of sciences. Psychology has close ties with all three groups of sciences, therefore it is located inside a triangle, since human thinking (one of the essential sections of psychology) is studied not only by psychology, but also by philosophy and logic. Psychology has the closest links with philosophy. The connection of psychology with the natural sciences. For example: Psychology is closely related to genetics, which provides material on the mechanisms of inheritance of certain predispositions to various diseases, etc. The connection of psychology with the social sciences. For example: Psychology is related to philosophy, in particular, the problem of the mental was developed based on such philosophical issues as the relationship between the material and the ideal, the subjective and the objective. The connection of psychology with the technical sciences. The development of socio-technical systems (spacecraft) involves taking into account the mental and psychophysical capabilities of a person (exercise aircraft). Mathematical sciences provide psychology with statistical methods for processing the results of psychodiagnostic research. Thus, psychology, on the one hand, accumulates theoretical and empirical (practical) knowledge of other sciences and at the same time provides these sciences with the necessary information related to the psychological

characteristics of a person. J. Piaget is a Swiss psychologist who considered the question of the connection of psychology with other sciences in the aspect: what can psychology get from other sciences? In a report at the XVII International Psychological Congress (Moscow, 1966), Piaget posed the question differently: what can psychology give to other sciences? The subject of psychology is a person as a subject of activity, the systemic qualities of his self-regulation; the patterns of formation and functioning of the human psyche, his ability to reflect the world, to know it and regulate his interaction with it. Psychology studies the emergence and development of the psyche, human consciousness as the highest form of the psyche, the conditioning of the human psyche by biological and socio-historical factors, the neurophysiological foundations of mental activity, the structure of the human psyche, patterns of formation of mental images, psychological characteristics of human behavior in a social environment.

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