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## PSYCHOLOGICAL FEATURES OF PROFESSIONAL TRAINING OF TEACHER PSYCHOLOGISTS

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**Aziza E. Mukhtarova**

Applicant Of The Tashkent State Pedagogical University Named After Nizami Tashkent, Uzbekistan

### ABSTRACT

In the context of dynamic processes taking place in the economy of Uzbekistan, the current stage of development of society is characterized by a change in educational paradigms, a transition to new pedagogical technologies focused on variability, subjectivity, creative individuality, personal potential of specialists who are as ready as possible for practical activities, able to quickly engage in innovative processes and adjust their professional activities.

### KEYWORDS

Pedagogy, psychology, methodology, education, training, practical training.

### INTRODUCTION

A changing society needs a new education, a new specialist who is able to quickly respond to ongoing social changes, modify his own professional activity in the direction of its maximum adequacy to the social order, look for ways to overcome and overcome professional difficulties by activating internal resources. The foregoing fully applies to the formation of cadres of educational psychologists.

As the analysis shows, the current system of training psychologists is focused mainly on information support for students, weakly equipping them with experience of practical relations in the field of their chosen profession, communication and interaction.

### THE MAIN RESULTS AND FINDINGS



There are no interdisciplinary connections in the teaching of pedagogical disciplines, which gives rise to their disunity, blocks the formation of a holistic view of the future professional activity among students. The trend of insufficient demand and social protection of educational psychologists in the modern labor market is alarming. This is directly related to the fact that public practice needs generalists, trained in the field of consulting, management, production management and "human resources", able to flexibly and productively rebuild the ways of professional activity, taking into account the social situation and the requirements of the modern labor market. Meanwhile, pedagogical education still does not provide students with the formation of a broad outlook, the development of innovative thinking, readiness to implement a multidimensional approach in solving practical psychological and pedagogical problems.

The study of the problem made it possible to identify a number of serious contradictions in the training of educational psychologists. The most significant of them:

between a rather abstract subject of educational activity (knowledge) and objects of professional activity;

between personal ideas about professionally significant qualities and real professional actions;

between information about practical activities and the possibility of acquiring one's own experience;

between personal and professional motivation for success.

The complexity and diversity of students' entry into practical activities requires adequate preparation, primarily within the framework of the educational process, training that can combine theoretical knowledge and practical skills into a single whole.

This provision can be considered as a methodological guideline when considering the problem of training psychologists for successful professional activity, which determines a systematic and practical approach.

Theoretical knowledge of pedagogical phenomena and processes includes pedagogical technique, and practice becomes a sphere for the development of theoretical knowledge.

We have considered the main approaches of domestic educational psychologists to the formation of the personality of the future teacher (S. I. Arkhangelsky, E. Z. Babaev, I. F. Isaev, A. V. Kashirin, V. A. Slastenin E. I. Shiyonov and others), a general theoretical approach to the content and organization of professional training of a teacher-educator (A.M. Arseniev, F.N. Gonobolin, V.S. Ilyin., N.V. Kuzmina, E.A. Levanova).

Within the framework of innovative processes and humanization of education studied personal -



axiological approach to professional activities (S.A. Anisimov, M.M. Bakhtin, A.A. Derkach, B. Batov, M.K.

Mamardashvili, I.N. Nikitin, B. Tolmachev, V.A. Slastenin), technologization of the learning process at the university (V.A. Kan-Kalik, N.V. Kuzmina, M.M. Levina, A.I. Mishchenko, A.V. Mudrik, A.I. Piskunov, L.F. Spirin, A.I. Shcherbakov, N.E. Shchurkova), innovative approaches in the system of higher education, (Y. Z. Gilbukh, V. A. Krutetsky, I. V. Strakhov, L. S. Podymova, V. A. Slastenin, M. N. Shardakov).

The main directions of professional training in the field of personnel consulting, management (R.L. Krichevsky, I., Kuzmin, I.D. Ladanov, V.K. Tarasov, X. Heckhausen) are considered and identified.

A number of studies have been carried out on the formation motivational and value attitude to future professional activity in the field of human resources (N. Bern, A.A. Lityagin, Petra Terrence).

At the same time, despite a significant expansion of research in area of teacher education is emerging and increasingly recognized the contradiction between the growing humanization, informatization,

technologization of the education process and a low level of real readiness of graduates of pedagogical universities for professional activities, which should be, first of all, multivariate, innovative.

In our study, the following tasks were set:

1. Reveal the essence of the professional activity of educational psychologists and its relevance in the modern labor market.

2. To characterize the practice-oriented technologies of higher pedagogical education.

3. Develop and test an innovative practice-oriented technology for the professional training of educational psychologists.

4. Determine and experimentally substantiate the psychological and pedagogical conditions for the effective implementation of practice-oriented technologies for the training of educational psychologists.

The process of professional development of a teacher-psychologist should model a system of subject-subject relations, create conditions for the active participation of students in communication and interaction, for the development of their personal and creative potential and professional competence, the accumulation of practical experience and the exchange of activities. In this regard, it has been suggested that there are close links between

professional theoretical and practical training and implementation of a task-based approach to practice-oriented learning.

We also assumed that the professional training of educational psychologists is more effective when

implementing and adapting innovative technologies, creating integrative practice-oriented courses, and can be transferred to a technological level if it includes a holistic set of actions, operations and procedures that ensure its diagnosable and guaranteed results under changing conditions.

In the study, we examined the essence of the process of professional training of psychologists is the modeling of the system of subject - subject relations, the creation of conditions for the active participation of students in communication and interaction, for the development of their professional competence and accumulation of initial practical experience;

the process of forming readiness for successful professional activity is a complex and holistic personal formation that combines motivational, content-activity, intellectual, communicative-technological, productive-effective and evaluative-prognostic components. Integrating professionally significant qualities, mental states and the operational composition of activity, practical readiness is realized at the level of spiritual and cognitive development of reality (in the form of a concept), and an axiological attitude to the world (in the form of values) and social (practical) action;

effective training of specialists is ensured by taking into account innovative trends in education; theoretical and methodological training of specialists; use of practice-

oriented learning technologies; analysis of the demand for specialists of one level or another and the construction of technological integrative maps for its implementation; connection of theory with practice; a combination of individual, group and active teaching methods, acmeological approaches to professional activities;

practice-oriented technologies for training psychologists are characterized by the presence of a clearly and diagnostically set goal, a correctly measurable result of activity; presentation of the content of activity in the form of a system of cognitive and practical tasks, an indicative system and ways to solve them; the presence of a fairly rigid sequence, logic and stages of activity; individual-group differentiation of educational and professional activities students, indicating the ways of interaction of participants educational process at each stage; motivational support for the activities of students and teachers, based on the implementation of their personal functions, an acceptable deviation from multiple rules;

the effectiveness of the implementation of practice-oriented technologies in training psychologists for successful professional activity is provided through the following set psychological and pedagogical conditions: modeling the subject- subject relations and creating conditions for active participation students in communication and interaction, to develop their

professional competence, accumulation of initial practical experience; technologization of professional training of psychologists;

the use of innovative trends in education and practice-oriented technologies in teaching, the creation of specially organized and practice-oriented activities within the framework of integrative courses.

The theoretical foundations of the problem of professional training of psychologists for practical activities are revealed; the set of psychological and pedagogical conditions necessary for the preparation of pedagogical psychologists for successful professional activity has been identified and experimentally confirmed: modeling of subject-subject relations, taking into account innovative trends in education, theoretical and methodological training of specialists, creating conditions for the active participation of students in communication and interaction, development and use of practice-oriented technologies, creation

specially organized and practice-oriented activities within the framework of integrative courses. A practice-oriented technology for preparing psychologists for professional activities has been developed and tested.

The theoretical provisions and conclusions contained in it, the developed practice-oriented technology for training psychologists for practical activities, the

program "Training psychologists for work in the field of human resources", deepen the conceptual understanding of the technologization of the education process, innovative trends, strategies for the formation of practical -oriented approach to learning. An integrative course that has passed experimental testing can be directly used in the pedagogy of higher education, when creating practice-oriented interaction technologies. The manufacturability of this course allows you to model its content in accordance with the goals and objectives of training.

The study presents the results of experimental work, confirming our assumption that a practice-oriented approach to the training of specialists from higher educational institutions, students of the faculty of pedagogy and psychology, significantly increases the readiness for successful professional activity, develops and consolidates professionally significant qualities, contributes to the maximum smooth entry of graduates into practical professional activities.

Practice-oriented technologies include a holistic set of actions, operations and procedures that provide a diagnosable and guaranteed result in changing conditions. In the course of experimental work, we subjected to empirical verification the developed programs for additional training of students of pedagogical psychologists, technological maps for training, technological training programs for students



of Russian and Canadian specialists, methodological manuals, training programs and workshops that were tested for 3 years. The program of experimental work included the development of the program for the course "Training psychologists for work in the field of personnel management" within the framework of the grant.

The solution of the set tasks and the verification of assumptions was provided by a set of complementary and mutually verifying methods: the method of expert assessments; conversation, questioning and interviewing; analysis of educational and methodical literature; methods of statistical data processing.

We refer to the essential characteristics of the developed and implemented technology of additional education: the presence of a clearly and diagnostically set goal, a correctly measurable result of activity; representation of the percentage of activity in the system of cognitive and practical tasks, indicative system and methods of solution; the presence of a fairly rigid sequence, logic and stages of activity; individual group differentiation of educational and professional activities, an indication of the ways of interaction between participants in the educational process at each stage of students; motivational support for the activities of students and teachers, based on the implementation of personal functions (free choice, creativity, competitiveness, life and professional meaning); indication of the boundaries of

algorithmic and creative activity of students; innovative approach to the content of training.

The technology of additional training of students provides for a practice-oriented approach in the professional training and formation of the personality of a future teacher-psychologist; the allocation of psychological and pedagogical practice as a backbone factor; creation of specialized integrative courses; tracking the dynamics of this process, substantiation of psychological and pedagogical conditions, leading trends and principles of formation. Based on modern approaches in pedagogy, the development of trends in humanization, innovation, technologization of the learning and upbringing process, in accordance with the acmeological approach to professional activity, the role of theoretical and practical training increases students. The pedagogical approach becomes the basis of a creative attitude to the activities of a teacher-psychologist.

### CONCLUSION

As the analysis of teaching aids in pedagogical and psychological disciplines showed, along with the existing opportunities for professional training for activity, a number of shortcomings can be identified. As noted above, the problem of the disunity of courses, the positions of pedagogy and psychology, the "segmentation" of the main processes, which leads to a narrowing of a holistic view of future professional

activity, poor implementation of innovations in the educational process, insufficient tracking of integrative trends in the teaching of psychological and pedagogical disciplines.

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