

DIRECTIONS OF PSYCHOLOGIZATION OF HIGHER PROFESSIONAL PEDAGOGICAL EDUCATION

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ABSTRACT

The volume and structure of psychological knowledge in the higher professional pedagogical education are determined. The main results of the research were the scientific ideas of psychologization of the higher professional education of the teacher, suggesting the following directions: designing the goals of the future teacher's psychological education; structuring of the process of education and training of the future teacher; structuring the content of psychological knowledge; integration of psychological and pedagogical education; readiness of the teacher of the system of higher professional education to implement the psychological training of the teacher; the obtained results can serve as the basis for the psychologization of the higher professional education of the teacher, as well as the development of methods for teaching psychological knowledge in the system of higher professional education of the teacher.

Keywords: Teacher training; psychologization of the higher professional education of the teacher; psychological training of a teacher.

INTRODUCTION

The urgency of the problem of psychologization of the higher professional education of the teacher is due to the increased attention to the training of specialists of a qualitatively new level. Active innovative processes in the social and economic life of Uzbekistan have made it necessary to reform modern education.

One of the results of the ongoing reforms was the orientation of the formation of Uzbekistan, the highest professional, in particular, on the humanitarian paradigm that will promote the development of the personality of the individual, self-actualization and self-realization in activities, through the realization of actual and potential opportunities and abilities.

Modern society, being informatized and intellectualized the most important factor of its self-preservation and change, also puts forward the human personality. At present, there is a need for specialists who possess not only the sum of certain knowledge and skills but have certain personal qualities and qualities, namely, the ability to empathy, adequate self-esteem, reflection, the formation of value orientations, self-education in the process of further professional activity [3].

The need for a new person can not be realized without changing the usual stereotypes of higher professional education. The intensive development of modern science requires the renewal and reconstruction of the content of education, including the pedagogical. At present, there is a need to reorient the content of education from the training of a professional within a particular

specialty to the formation of an employee, in particular, a teacher in the direction of developing his personal socio-cultural and general professional qualities [3].

Material and methods. Our study was devoted to the search for answers to the following questions: What psychological knowledge is necessary for a modern teacher? What information is accumulated by science and how to select future educators for training? How should psychological and pedagogical scientific knowledge be integrated in the learning process? What are the scientific directions of psychologization of the higher professional education of a teacher?

The study of scientific (psycho-pedagogical, methodological) literature allowed us to determine that various approaches (criteria, principles) are currently being proposed in the selection and design of the content of vocational education, which are presented in the works of such scientists as Yu.K. Babansky, E.V. Bondarevskaya, S.I. Zmeev, Z.K. Ismailova, B.C. Lednev, I.Ya. Lerner, A.R. Khodzhaboev, D.O. Khimmataliev and others. Modern higher professional education uses known didactic principles, such as scientific, systematic, consistent, accessible, individualized and differentiated, and others.

Moreover, the construction of the content of education also takes into account the principles of profile, variability, integration and interdisciplinarity, modularity, grading, cyclicity and others (A.M. Novikov, V.N. Ermolenko) [4]. In connection with the development of the humanitarian paradigm in the system of higher professional education, such scientific approaches as personal-activity, polysubject, dialogical, individual-creative (A.G. Asmolov, E.V. Bondarevskaya, E.N. Shiyarov, I.B. Kotova and others) [1].

Nevertheless, the main components that receive the most attention are traditional ones, namely, types, steps, types, bases. Individuality of a person, his inner psychic world is less often taken into account, and even is not considered at all. However, the state standard of modern vocational education in the axiological aspect is focused on providing the developing side of the learning process, that is, the development of the mental world of man [6].

We have defined the essence of psychologization of the higher professional education of the teacher. At the same time, emphasis was placed on the fact that the new humanitarian educational paradigm is oriented not only and not so much to the social order, but to the interests of the individual, to his psychological basis [2]. This trend is also directed to the recent trends in the practice of higher education, which are characterized by interactions on a subject-subject basis.

In this regard, the psychologization of the higher professional education of the teacher is the realization in the learning process of the person himself, as a psychic being, having the ability to think, experience, strive, regulate his relationships [3].

Results and discussion. At the heart of the process of psychologization lies the concept of individuality created by O.S. Grebenyuk (1995). The basic ideas of psychologization of the higher professional education of the teacher assume the directions that will be presented below.

1. Projecting the goals of the psychological education of the future teacher, which consists in the following:

- the formation of a research approach to the study of elements of psychological knowledge (concepts, laws, rules, etc.);

- the formation in the minds of the student in the process of professional training of a dual position - "learning-training", revealing the idea of T.B. Grebenyuk about changing the student's position (2000);

- formation of the student's integral individuality, which is the goal of professional training (orientation to the development of individual psychological properties, qualities, and spheres of the psyche, and integral personality as the human mental world) [3].

2. Structuring the process of education and training of the future teacher on the basis of:

1) democratic psychologization of student-teacher interaction:

- leading to the enrichment of the experience of each subject of the learning process through its exchange,

- Assuming granting participants of the learning process certain freedoms for self-determination, self-education, self-development, self-education, self-regulation [1];

2) training the future professional on the basis of special situations, allowing the student to take a certain position, contributing to the development of their own mental properties and qualities [2].

3. Structuring the content of psychological knowledge, based:

- on the basic and secondary elements of psychological knowledge (basic and applied scientific concepts). A.N. Panfilov was invited to present the main stages in the formation of concepts schematically as successive processes: sensation - perception - representation - concept. The formation of each of these links, in his opinion, has an integrative nature and is represented as follows: the simplest integrative systems of concepts - laws (the relationship between systems of concepts) - theories (more complex system of integrative concepts) - practice - the implementation of intersubject communications [5];

- at the cultural level of students in terms of mastering scientific concepts;

- on the use of training, situational, task methods.

- on the implementation of interdisciplinary integration of the content of psychological and pedagogical education at all stages of preparation for professional activity [2].

4. Integration of psychological and pedagogical education:

1) taking into account the fact that both psychological and pedagogical knowledge is a fairly open system covering all types of human activity.

Therefore, the integration categories of these sciences have three sides:

- this is an objective, real process in the composition of vital, scientific, technical processes;

is the explanatory principle of many phenomena of objective reality;

- this is the goal and value that have entered the categorical system of both psychological and pedagogical science and practice [5];

2) contributing to the formation of a content-semantic system of knowledge, the assimilation of which will ensure the implementation of the following components of the teacher's professional training:

- the interdependence and uniqueness of the psychological nature and laws of the development of the individual,

- educational systems in the historical and modern sociocultural space,

- principles of designing and forecasting the learning process,

- technology of training organization [7];

3) making possible:

- confidence in the definition of students in the chosen profession,

- self-knowledge, the identification and disclosure of their own capabilities and abilities,

- empowering the future teacher with modern psychological and pedagogical theories, promising innovative methods, psychological, pedagogical and information technologies [10];

4) suggesting the creation of a special scientific-didactic complex that facilitates the assimilation of the basic elements of scientific knowledge [9].

5. Readiness of the teacher of the system of higher vocational education to implement the psychological training of the teacher.

Integrity of the professional activity of the teacher is explained not only by the *eznaniyevym* component, but also by the unity of intellectual, value-orientational and emotional development of the personality [8]. In the process of professional training, this is connected with resolving the following contradictions between:

- part and whole;
- elemental, discontinuous, discrete study of educational material and integral, integrative, systematic use in professional activities;
- separate learning situations and integral qualities of the professional personality, which are formed as a result of professional training [11].

CONCLUSIONS

Thus, we have identified the main ideas of psychologization of the higher professional education of the teacher, suggesting the following directions:

1. Designing the goals of the psychological education of the future teacher.
2. The structuring of the process of education and training of the future teacher.
3. Structuring the content of psychological knowledge.
4. Integration of psychological and pedagogical education.
5. Readiness of the teacher of the system of higher professional education to implement the psychological training of the teacher.

In the future, it is necessary to solve the tasks of determining the conceptual model of psychologization of the higher professional education of the teacher, as well as developing a methodology for teaching psychological knowledge in the system of higher professional education of the teacher. This will be a continuation of the research on the indicated problem.

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