

FORMATION OF PROFESSIONAL AND PRACTICAL COMPETENCE OF FUTURE PSYCHOLOGISTS IN THE SYSTEM OF HIGHER EDUCATION

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ABSTRACT

Based on the analysis of psychological and pedagogical literature and the results of the study, the article discusses the psychological and pedagogical conditions for the formation of professional and practical competence in future psychologists in the higher education system.

Keywords: Competence, professional and practical competence of future psychologists, analytical, prognostic, projective and reflective skills of future psychologists.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The idea of a competency-based approach to pedagogy arose in the early 80s of the last century, when in the journal "Perspectives. Education issues" was published an article by V. de Landscher "The concept of "minimum competence" [1, p.27]. Initially, it was not about an approach, but about competence, professional competence, professional competencies of an individual as a goal and result of education. O.A.Igumnov notes that competence in the broadest sense at that time was understood as "in-depth knowledge of the subject or mastered skill." As the concept was mastered, its volume and content expanded, and already from the end of the last century they began to speak of a competency-based approach to education. A.M.Mityaeva, considering the competency-based approach to designing a multi-level higher education, gives a justification for the need for the transition of the domestic educational system to a new qualitative state based on the implementation of the competency-based approach as a methodological principle for designing multi-level education. D.S.Ermakov defines the competency-based approach as a method of modeling the goals and results of education as norms of its quality, reflecting the result of education in an integral form as a system of signs of a graduate's readiness to carry out an activity [2].

The problem of training future psychologists in a rapidly changing world attracts the attention of a significant number of scientists. For a successful professional to work, it is necessary to have a certain set of personal qualities and properties, to be capable of independently setting vital tasks and finding adequate ways to solve them. The change in the social structure of society and the state led to a significant change in the education system of Uzbekistan. So, one of the components of an integrated education system is the training of competent and qualified psychologists.

Mahatma Gandhi, a humanist, philosopher and ideologist of Indian independence, called education without quality one of the main in the seven sins of mankind. The carrier of knowledge - the teacher is a key figure in the scheme of knowledge transfer, and the quality of education is determined by his (teacher) competence. At the same time, one should not forget

that the receptivity of knowledge also depends on the student's competence, his preparedness and motivation to acquire knowledge [3, p. 7].

As analysis shows, the prevailing system of training psychologists is focused mainly on the information support of students, weakly arming them with experience in practical relations in the field of their chosen profession, communication and interaction. In the teaching of pedagogical disciplines, interdisciplinary relations are not reflected, which generates the disunity of these disciplines, blocks the processes of forming a holistic view of future professional activity among students. An alarming trend is the lack of demand and social protection of psychologists in the modern labor market. This is directly related to the fact that public practice needs specialists of a wide profile trained in the field of consulting, management, production management and human resources, capable of flexible and productive restructuring of professional activities taking into account the social situation and the requirements of the modern labor market. Meanwhile, pedagogical education still does not ensure the formation of a broad-mindedness among students, the development of innovative thinking, and the readiness to implement a multidimensional approach to solving practical psychological and pedagogical problems. The complexity and diversity of students' entry into practical activities require adequate preparation (primarily within the framework of the educational process), which can combine theoretical knowledge and practical skills into a single whole.

The process of professional formation of a teacher-psychologist should model the system of subject-subject relations, create conditions for the active participation of students in communication and interaction, the development of their personal and creative potential and professional competence, for the accumulation of practical experience, etc. In this regard, it was suggested that there are close ties between professional theoretical and practical training and the implementation of the task approach to practice-oriented training.

The professional competence of the psychologist expresses the unity of his theoretical and practical readiness for the implementation of educational activities (V. A. Slastenin).

Theoretical knowledge plays a leading role in shaping the practical readiness of future psychology teachers and is a prerequisite for the formation of their pedagogical skills.

Pedagogical skills are a set of successively unfolding actions, some of which can be automated (skills), based on theoretical knowledge and aimed at solving the educational problems of developing a harmonious personality.

Based on this provision, the structure of professional competence of a teacher-psychologist can be revealed through pedagogical skills.

The theoretical readiness of a teacher of psychology involves a certain set of psychological, pedagogical, and specialized knowledge and is manifested in the generalized ability to think theoretically. It includes analytical, prognostic, projective and reflective skills [4].

Analytical skills are:

- to divide pedagogical phenomena into constituent elements (conditions, causes, motives, incentives, means, manifestations, etc.);
- comprehend each part in connection with the whole;
- find in the theory of training and education goals, conclusions, patterns, adequate to the logic of the phenomenon under consideration;

- correctly diagnose a pedagogical phenomenon;
- find the main pedagogical task (problem) and methods for its optimal solution.

Predictive skills can be represented as follows:

- putting forward pedagogical goals and objectives;
- selection of ways to achieve pedagogical goals;
- prediction of the result, possible deviations and adverse events;
- determination of the stages (or stages) of the pedagogical process;
- time distribution, planning together with students of life.

Projective skills include:

- translation of the purpose and content of education and upbringing into specific pedagogical tasks;
- taking into account when determining pedagogical tasks and selecting the content of students' activities, their needs and interests, the capabilities of the material base, their experience and personal and business qualities;
- determination of the complex of dominant and subordinate tasks for each stage of the pedagogical process;
- selection of activities adequate to the tasks, planning a system of joint creative affairs;
- planning individual work with students in order to overcome existing shortcomings in the development of their abilities, creative powers and talents;
- selection of the content, forms, methods and means of the pedagogical process in their optimal combination;
- planning a system of methods to stimulate the activity of schoolchildren and correct their behavior;
- planning the development of the educational environment and relations with parents and the public.

Reflection presupposes the presence of skills to analyze the correctness of goal setting, their "translation" into specific tasks and the adequacy of the complex of tasks to be solved under initial conditions; compliance of the content of the activities of the pupils with the tasks set; the effectiveness of the applied methods, techniques and means of pedagogical activity; compliance with the changing organizational forms to the age characteristics of students, the content of the material, etc .; reasons for success and failure, mistakes and difficulties in the implementation of the tasks of training and education; experience of its activity in its integrity and in accordance with criteria and recommendations developed by science.

Practical readiness is expressed in external (substantive) skills (actions that can be observed), which include organizational and communicative skills. The above allows a comparison of the education paradigms given in table 1.

Table 1: Comparison of educational paradigms

Knowledge paradigm	Competent paradigm
1	2
... considers a person as a resource, a means to solve the most important national economic problems	... considers a person as the main goal of education
... translates knowledge	... produces new knowledge
... deals with trainees ("They teach me. The professor knows")	... deals with students ("I study. A professor can help me")
... gives knowledge in a finished form ("give knowledge", "expand", "provide")	... teaches how to obtain, build personal knowledge on the basis of diverse, diverse information

... forms ... (personality, knowledge, skills)	... helps to recognize needs and motives, provides assistance and support in self-development
... teaches you how to solve problems	... teaches yourself how to set goals, integrate ideas, designs, projects
... teaches to learn knowledge	... teaches to learn a way of thinking that leads to the discovery of new knowledge
... teaches to answer correctly the questions posed	... teaches to pose, ask questions, seek help from a tutor
... teaches to assimilate language, evidence	... teaches to use methods of proof to solve new problems
... teaches to reproduce information	... teaches to work with information, making its classification, convolution
... teaches to describe the views, position of others (in the past and present)	... teaches to formulate, occupy and defend their own position
... teaches how to acquire knowledge for the future ("maybe it will come in handy")	... teaches how to acquire knowledge in activities modeling future professional or any other
... teaches the assimilation of everything that the teacher consistently "sets out" according to one plan known to him	... teaches him to take part in determining his own educational path and level of education
... teaches the assimilation of theories and eternal truths	... instills model ideas about the world, presents truth as something that the community of scientists agrees at this stage
... teaches the assimilation of the proposed information	... prepares for the continuous continuation of education, the search for new information
... prepares for a future life, which is an improved copy of the present	... teaches us to live "here and now", prepares for life in a society for which it is almost impossible to indicate its main features
... involves the upbringing and development of the individual on the basis of transformed social experience	... involves the creation of his own image of the world and his own image in this world
... trying to build a new person on the basis of totality and ideology	... does not seek to "drag into the truth"
... guarantees a given minimum of educational content	.. provides a variety of information in accordance with the principle of "redundancy", teaches its selection and evaluation
... teaches the struggle for ... against teaches to resist evil in all conditions, while maintaining dignity
... proposes the organization of the educational process according to the scheme: the presentation of information by the teacher - its perception by students - consolidation - control	... uses pedagogical technologies (learning by opening, natural learning and learning, game forms, solving specific situations, etc.) and new information technologies for obtaining the necessary information
... teaches to stand firmly on the chosen position, ignoring the opinions of others	... teaches tolerance, taking into account the opinions of the opponent, tolerance
... teaches communication within stable roles	... teaches a constant change of roles
... teaches rapid socialization at all costs	... teaches to maintain and develop individuality in socialization
... forces to avoid control	.. stimulates the student to strive for objective control, not hiding his ignorance

Identification and study of the level of formation of professional and practical competence in future psychologists is impossible without the development of scientific and methodological tools, without the involvement of sound statistics. To do this, we identify the general criteria for the level of formation of professional and practical competence of future psychologists.

General criteria for the level of formation of professional and practical competence in future psychologists [5]:

1. The effectiveness of educational and practical activities of students.
2. The ability to see their own achievements and professionally correctly explain the ways to achieve them. The ability to see difficulties in their activities and to outline ways to address them; awareness of your individual style.
3. A high level of theoretical knowledge and skills in the field of basic science and methods of teaching the subject, readiness and ability to correlate their practice with them, and improve practical work on their basis.
4. A high level of organizational and communicative qualities of a future professional specialist.
5. A high level of involvement in innovative solutions and their validity, as well as knowledge of research methods.
6. The ability to professionally competently analyze their experience and the experience of their comrades.
7. Possession of speech culture, inclusion in other areas of spiritual culture as an indicator of the wealth of the personality of the teacher - psychologist.

In conclusion, we can say that there is every reason to assert that the competency-based approach to the results of education in higher education is the core of modern educational reforms, and the implementation of the competency-based approach is considered as a key direction for improving the quality of higher education.

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