

PRACTICE-ORIENTED TECHNOLOGY PROFESSIONAL STUDENT TRAINING

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ABSTRACT

In the context of the dynamic processes taking place in the economy of Uzbekistan, the modern 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 for practical work as possible, able to quickly turn into innovative processes and adjust their professional activities.

Keywords: Technology, training, student, practical activities.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

A changing society needs a new education, a new specialist, able to quickly respond to ongoing social changes, modify its own professional activities 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 relates to the formation of cadres of educational psychologists.

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

In the teaching of pedagogical disciplines there are no interdisciplinary connections, which gives rise to their disunity, 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 psychological teachers 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 provide students with the formation of a broad horizons, the development of innovative thinking, and the readiness to implement a multidimensional approach to solving practical psychological and pedagogical problems.

The study of the problem revealed 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 subjects of professional activity;

between personal representations of professionally significant qualities and real professional actions;

between information on practical activities and the possibility of acquiring one’s own experience;

between personal and professional motivation for successful activity. The complexity and diversity of students' entry into practical activities requires adequate training, especially in 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 teachers-psychologists for successful professional activities, which determines a system-practical approach.

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

We have considered the main approaches of domestic teachers-psychologists to the formation of the personality of a future teacher (S. I. Arkhangelsky, E. 3. 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. Arsenyev, F. N. Gonobolin, V. S. Ilyin., N. V. Kuzmina, E. A. Levanova).

As part of innovative processes and the humanization of education studied personality - 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. Scherbakov, N.E. Schurkova), innovative approaches in the system of higher education, (Yu. 3. Gilbukh, V. A. Krutetskiy, I. V. Strakhov, L. S. Podymova, V. A. Slastenin , M.N. Shardakov).

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

A number of studies on the formation of motivational - value attitude to future professional activities in the field of human resources (N. Bern, A.A. Lityagin, Petra Terrence).

At the same time, despite a significant expansion of research in areas of teacher education, arises, and is increasingly recognized the contradiction between the growing humanization, informatization, technologicalization of the educational process and not a high level of real readiness of graduates of pedagogical universities for professional activities, which should be, above all, multivariate, innovative.

OUR research has the following objectives:

1. To identify 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. To develop and test an innovative practice-oriented technology for the professional training of educational psychologists.
4. To 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 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, 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 was suggested that there are close ties between

professional theoretical and practical training and implementation of the objective approach to practice-oriented training. We also assumed that the professional training of teachers-psychologists is more effective in the implementation and adaptation of innovative technologies, the creation of integrative practice-oriented courses and can be transferred to the technological level if it includes an integrated set of actions, operations and procedures that ensure it is diagnosed and guaranteed result in changing conditions.

In the study, we examined the essence of the process of professional training of teachers-psychologists: modeling of the subject-subject system, creating conditions for the active participation of students in communication and interaction, for the development of their professional competence and the accumulation of initial practical experience; the process of formation of readiness for successful professional activity is a complex and holistic personal education, combining motivational, substantive-active, intellectual, communicative-technological, efficiently effective and evaluative-prognostic components. By integrating professionally significant qualities, mental states and the operational composition of activity, practical readiness is realized at the level of spiritual-cognitive assimilation of reality (in the form of a concept), and 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; the 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; the connection of theory with practice; a combination of individual, group and active teaching methods, acmeological approaches to professional activities; practice-oriented technologies for the training of educational psychologists are characterized by the presence of a clearly and diagnostic set goal, a correctly measurable result of activity; presentation of the content of activities in the form of a system of cognitive and practical tasks, an indicative system and methods for solving them; the presence of a fairly rigid sequence, logic and stages of activity; individually

group differentiation of educational and professional activities
students indicating how participants interact
educational process at each stage; motivational
providing activities for students and teachers based
on the implementation of their personality functions, an acceptable departure from
diverse rules; the effectiveness of the implementation of practice-oriented technologies
in preparing teachers-psychologists for successful professional activities is ensured through the following set of psychological and pedagogical conditions: modeling of subject-subject relations and creating conditions for students to actively participate in communication and interaction, to develop their professional competence, to accumulate initial
practical experience; technologization of professional training of teachers-psychologists; the use of innovative trends in education and practice-oriented technologies in teaching, the creation of specially organized and practice-oriented activities in the framework of integrative courses.

The theoretical foundations of the problem of professional training of teachers-psychologists for practical activities are revealed the set of psychological and pedagogical conditions necessary for preparing teachers-psychologists for successful professional activities: modeling subject-subject relations, taking into account innovative trends in education, theoretical and

methodological training of specialists, creating conditions for students to actively participate in communication and interaction is identified and experimentally confirmed, the development and use of practice-oriented technologies, the creation of specially organized and practice-oriented activities (most) within integrative courses. A practice-oriented technology has been developed and tested to prepare psychologists for professional activities.

The theoretical provisions and conclusions contained in it, the developed practice-oriented technology for training psychologists for practical work, the program "Training psychologists for work in the field of human resources" deepen conceptual ideas about the technological development of the educational process, innovative trends, and strategies for the formation of practical -oriented approach to learning. The integrative course that passed the experimental test can be directly used in higher education pedagogy, while creating practice-oriented interaction technologies. The manufacturability of this course allows you to simulate its content in accordance with the goals and objectives of the training.

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

Practice-oriented technologies include a holistic set of actions, operations and procedures that provide a diagnosed and guaranteed result in changing conditions. In the course of the experimental work, we subjected to empirical verification the developed programs of additional training for students of psychology teachers, training cards, technological training programs for students of Russian and Canadian specialists, teaching aids, training programs and workshops that have been tested for 3 years. The program of pilot work included the development of a program for the course "Training of Psychologists for Work in the Field of Human Resource Management" as part of the grant.

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

We consider the essential characteristics of the developed and implemented technology of continuing education: the presence of a clearly and diagnostically defined goal, a correctly measurable result of activity; presentation of the percentage of activity in the system of cognitive and practical tasks, an indicative system and methods of solution; the presence of a fairly rigid sequence, logic and stages of activity; individually group differentiation of educational and professional activities, an indication of the ways of interaction of participants in the educational process at each stage of students; motivational support for students and teachers, based on the implementation of personal functions (free choice, creativity, competitiveness, life and professional meaning); indicating the boundaries of the algorithmic and creative activities of students; innovative approach to learning content.

The technology of additional training for students provides a practice-oriented approach in vocational training and the formation of the personality of a future teacher-psychologist; the allocation of psychological and pedagogical practice as a system-forming factor; the creation of specialized integrative courses; tracking the dynamics of this process, substantiating the

psychological and pedagogical conditions, leading trends and principles of formation. Based on modern approaches to pedagogy, the development of humanization, innovation, and technological development of the learning and upbringing process, the role of theoretical and practical training is increasing in accordance with the acmeological approach to professional activity. students. The pedagogical approach becomes the basis of a creative attitude to the activities of the teacher-psychologist.

As the analysis of textbooks on pedagogical and psychological disciplines showed, along with the existing opportunities for professional preparation for activities, a number of shortcomings can be distinguished. As noted above, the problem of the disconnectedness of the courses, the positions of pedagogy and psychology, the “fragmentation” of the main processes, which leads to a narrowing of the holistic view of future professional activity, the weak introduction of innovations in the educational process, the insufficient tracking of integrative trends in the teaching of psychological and pedagogical disciplines.

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