PEDAGOGICAL TECHNOLOGY FOR THE FORMATION OF PROFESSIONAL SKILLS OF PSYCHOLOGICAL COUNSELING IN FUTURE TEACHERS-PSYCHOLOGISTS

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ABSTRACT

The effectiveness of the process of forming professional skills of psychological counseling in future teachers-psychologists is ensured by the introduction of pedagogical technology. The main goal of pedagogical technology for the formation of professional psychological counseling skills in future pedagogical psychologists is to make the pedagogical process of forming professional psychological counseling skills in future pedagogical psychologists manageable, reproducible and leading to a guaranteed result.

Keywords: Pedagogical, psychological, technology, formation, professional, skills, counseling.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In accordance with the classification proposed by G.K. Selevko [2], we developed a pedagogical technology for the formation of professional skills of psychological counseling for future teachers-psychologists is:
- by level of application: private-methodical (subject);
- by a leading factor in mental development: psychogenic;
- according to the scientific concept of mastering experience: activity-based, developing;
- orientation on personality structures: applied (formation of an effective-practical sphere);
- by the nature of the content: secular, educational, professionally oriented;
- by organizational forms: individual, group, alternative, academic;
- by type of cognitive management: programmed training, small group system;
- on the approach to the child: humane-personal, cooperation;
- according to the prevailing method and means: programmed learning, dialogic, gaming;
- in the direction of modernization and in relation to existing traditional systems: technology based on revitalization and intensification of students; technology on a programmed basis;
- by category of students: technology of vocational education (students).

The pedagogical technology developed by us for the formation of professional psychological counseling skills for future teachers-psychologists has the main features of pedagogical technologies. These include:
- Conceptual. The pedagogical technology is based on systemic, activity-oriented, personality-oriented approaches, the general idea of the theory of the formation of mental actions P.Ya. Halperin.
- Systematic. Pedagogical technology has the attributes of a system. The stages of pedagogical technology and the components of a modular program are interconnected and are subordinated to a common goal - the formation of professional psychological counseling skills for future educational psychologists.

• Process. Pedagogical technology is considered as a process - the interaction of its participants developing over time, aimed at achieving the set goals and leading to a pre-planned change of state.

• Algorithm. Pedagogical technology involves the allocation of individual content areas that are performed in a certain order, according to the algorithm. For example, a psychological consultation based on a technological map (algorithm of actions).

• Diagnostics. The presence of regular feedback, reflection, a result-corrective stage in the structure of pedagogical technology for the formation of professional psychological counseling skills from future pedagogical psychologists makes it possible to obtain information about the process and monitor the results.

The purpose of pedagogical technology: the formation of professional skills of psychological counseling in future teachers-psychologists.

The general idea of   pedagogical technology for the formation of professional skills of psychological counseling is as follows. The process of educational activity of students models the stages of psychological counseling. At each stage, students master a certain mode of activity, which is part of the structure of psychological counseling.

In the structure of pedagogical technology for the formation of professional skills of psychological counseling for future teachers-psychologists, we have identified three training stages:

• indicative
• operational activities
• effective corrective.

We used the general idea of the theory of the formation of mental actions according to P.Ya. Halperin: orientation in upcoming activities, performance of activities and evaluation of its results.

Consider the purpose of each step.

1. Indicative stage. This stage is aimed at forming an image of the way of activity among students due to their awareness of the goals and objectives of the stage of psychological counseling and the corresponding mode of activity, the operational structure of the method. At the first - indicative - stage, it is necessary, first of all, to clarify the basic concepts, both general theoretical and highly professional, related to psychological counseling. Future psychology educators receive the missing basic knowledge and ideas about the upcoming activities of a consultant psychologist at a particular stage of counseling. By independently compiling a technological map of psychological counseling, students assimilate and consolidate their knowledge in practice

2. Operational and operational stage. This stage is characterized by the fact that the student practically implements the implementation of the method of action. Student activities are collective, individual and independent. The role of the teacher is an additional individual explanation, timely assistance in case of difficulties. This component is implemented in laboratory classes, providing for the practical work of students. At the second — operational-activity — stage, students are controlled by solving problems that simulate the activity being mastered, relying on technological maps (orienting tools). At the same time, technological maps are compiled by students, respectively, for each stage of psychological counseling.

3. Effectively corrective stage. This stage is aimed at assessing the work performed by the student, identifying the level of awareness of the student's mastery of the method of activity, eliminating difficulties and errors. At the third - effective-correcting - stage, an analysis is made of the results of solving practical problems of psychological counseling. The teacher

provides the necessary assistance in organizing and implementing reflection, demonstrates the results obtained, summarizes the activities.

Predictable results: a sufficient level of professional psychological counseling skills for future educational psychologists - communication skills, analytical skills, skills of psychological impact.

We constructed the content of training of future pedagogical psychologists in the field of psychological counseling on the basis of a modular program; training modules were one of the forms of content structuring.

The term "module" came to pedagogy from computer science, where they designate a relatively independent part of any system that carries a certain functional load. In theory of training, a module is a certain "dose" of information or action sufficient to form certain professional knowledge or skills of a future specialist.

Thus, the training module is a logically completed form of a part of the content of the academic discipline, including cognitive and professional aspects, the assimilation of which should be completed by the appropriate form of control of knowledge, skills and abilities, formed as a result of mastering the trainees by this module.

When developing the structure of the module, we relied on a description of it by N.P. Ryabinina [1], N.M. Yakovleva [3]. The structure of the module we developed included:

an information component consisting of information-theoretical and information-methodical subcomponents, the first of which provided students with basic theoretical information about the problem being studied, the second disclosed the methodology of organizing and conducting psychological consultation. Information components that carry a certain semantic load for a more precise organization of educational material are divided into smaller structural components - semantic series and educational elements. A semantic row is a complete structural unit of a module that carries a single semantic load. The educational element is the smallest component of the module, corresponding to the content of the semantic series, specifying it and reflecting only one element of information.

An operational component that provides opportunities for consolidating information obtained through the information components of the module, as well as organizing the activities of students in the formation of professional skills in psychological counseling. The operational component consists of a number of subcomponents containing tasks for students of an analytical nature, tasks for the development of communicative skills, psychological influence skills, tasks for self-control.

Thus, the presented logic of module formation was used by us in the selection of educational content in the process of formation of professional psychological counseling skills from future teachers-psychologists and was embodied in the program of the special course "Technology of the process of psychological counseling". The special course "Technology of the process of psychological counseling" we developed can become a discipline systematizing theoretical and methodological knowledge, providing the formation of professional skills in psychological counseling and mastery of the technology of psychological counseling.

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