RACTICALLY ORIENTED TECHNOLOGIES IN THE TRAINING OF PSYCHOLOGISTS

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Annotation: The article considers the issues of 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 for successful professional activity, develops and consolidates professionally significant qualities, and facilitates the most smooth entry of graduates into practical professional activities.

Key words: innovation, education, creativity, creative activity, technology, professional training

At present, the problems of higher education in the new economic situation are widely considered. The new educational paradigm reflects the need of human civilization. The further development of democracy and market relations, the achievement of harmony between the individual and society, in harmony with nature, is possible only on the basis of a broad fundamental and holistic education, the ability to realize a person's need to change activities throughout his life. Increasing the level of education of society, eliminating one-sidedness in its psychological attitudes will give society the necessary stability, and due tolerance to people's contacts.

There is a need for such an education system and such a structure that is capable of constantly capturing, serving and carrying the latest scientific knowledge to the environment of students. At the same time, we should not talk only about ensuring the mastery of all knowledge, because in our century, their growth and renewal have acquired such a rapid pace that, with all the desire, they will not be able to allow a person to master them, but about focusing on the most essential, fundamental, stable and long-lived knowledge that underlies the scientific picture of the modern world.

In the new social and economic conditions, the contradiction that has always existed between fundamental education and vocational training also receives a new resolution. Focusing on narrow professionals reflects the level of understanding of the social security of the individual. At present, only a well-educated person who is able to flexibly restructure the direction and content of his activity in connection with changing technologies or market requirements can be really socially protected. Narrow professional training in any particular area should gradually leave the education system, moving into the sphere of production and other professional activities.

The specificity of the education system should also be manifested in the fact that it should not only contribute to the acquisition of new knowledge, but also form the need for continuous, independent mastery of them, the skills and abilities of self-education, an independent and creative approach to knowledge throughout a person’s active life. Education should become such a social institution that would be able to provide a person with a variety of educational services that allow him to study continuously, provide the broad masses with the opportunity to receive postgraduate and additional education. Thus, they single out the problem of finding an appropriate organizational structure of the educational system and its institutions that would reflect the principle of education throughout life.

Ensuring the perception of the modern scientific picture of the world requires innovation in the content of education and its structure. The educational process should include such scientific knowledge, teaching aids, educational personally and practice-oriented technologies and methods, disciplines and courses that can reflect the fundamental moments of the dual process of integration and differentiation in science.

Modern science understands innovation as: “the introduction of new forms of labor organization and management, covering not only individual enterprises, but also their totality, industry. Innovation means changing the usual way of thinking, introducing mobility into a complete order, a higher level of uncertainty and risk, and therefore creativity” One of the important roles here is played by disciplinary and interdisciplinary and integrative courses that contain the most fundamental knowledge, which is the basis for the formation of a general and professional culture, rapid adaptation to new professions, specialties and specializations, which are the theoretical basis wide deployment of applied research and development.

The access to integrative practice-oriented training seminars will allow to combine knowledge in joint creative work both in the educational process and in scientific research of representatives of the natural sciences, technical and humanitarian sciences, to make them active accomplices in mastering students with a holistic worldview that forms a broad view of phenomena and processes in the modern world due to the advantages of integrated knowledge obtained at the intersection of sciences, opening the way to mastering the basics of a single human culture.

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, and contributes to the smoothest possible 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, methodological manuals, training programs and workshops. 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, life and professional meaning); indication of the boundaries of algorithmic and creative activity of students; innovative approach to the content of education.

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.

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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