



INNOVATIVE METHODS OF TEACHING PSYCHOLOGY

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Abstract

The article analyzes innovative methods of teaching psychology and the connection with pedagogy, since, at present, one of the urgent tasks in the methodology of teaching psychology is the transition to an innovative development path.

Keywords: innovative methods, knowledge, professional competence, competence - based approach.

In connection with the reform of education, the issues of innovative changes in the teaching of disciplines are becoming the most priority. It is necessary to move from a knowledge paradigm to another one, which assumes an independent orientation of the student in the world of information and forms professional competence. Education should be, first of all, modern, advanced, supporting the objective tendencies of social development, open to everything new.

Charles Darwin also noted that it is not the strongest and not the smartest who survive, but the one who responds best to the ongoing changes.

The main changes in the methodological basis of modern education include the following:

- a system -activity approach that allows us to see the goals of education in the form of a system of key tasks that reflect the directions for the formation of personality qualities of students based on the assimilation of universal educational activities;
- competency -based approach, which involves the formation of general educational skills and the use of acquired knowledge and skills in practical activities and everyday life. At the same time, the formula "competence - activity - competence" should work, meaning that competence, as an objective characteristic of reality, must go through activity in order to become competence, as a characteristic of a person;
- the principle of the priority of continuity of education, meaning the ability to work independently, study and retrain;
- the idea of ensuring the quality of education at all its levels. Quality education is considered today from the standpoint of the integrity of the content, learning technologies, methods of monitoring and evaluating the results for the compliance of personal development with the life self-determination of the subject and the requirements of society in the new socio-economic conditions;





- the idea of individual-personal learning, which provides for the creation of conditions for the productive development of the personality and individuality of everyone at all levels of education, etc.

In connection with the above, the scientific interest in the problem of the psychological characteristics of the subjects of educational activity, in the questions of fundamental and applied psychological training of higher education graduates is increasing.

Psychology is a necessary element of modern scientific outlook. There are three main meanings of psychology for a modern specialist: practical, developmental and general cultural.

The practical significance lies in the fact that with the help of psychology a person learns the patterns of mental activity and can use this knowledge to solve real production problems and life difficulties. Psychology helps a person to make the right choice of profession, to adapt in the classroom, student group, work team, family. All principles of public relations - humanism, democracy, tolerance, cooperation - are based on the psychological laws of people's communication, their interactions and relationships. It follows from this that psychology teaches a person to communicate correctly with leaders, subordinates, colleagues, and loved ones.

Developing significance is expressed by the fact that a person tries on the acquired psychological knowledge for himself. With the help of psychology, a person better understands his own mental life, realizes his strengths and weaknesses, his strengths and weaknesses. So, for example, getting acquainted with the topic "Character", the student tries to determine his type and its characteristics; when he learns about the types of thinking, he analyzes the features of his own thinking. A person can know himself not only on the basis of self-observation, but also with the help of special psychological tools - tests and other psychodiagnostic methods. In the future, a person analyzes what advantages and difficulties in activity and communication are associated, for example, with his temperament and thinking, how to take them into account in life and work, how to develop himself? On this basis, he builds purposeful behavior that helps to overcome and eradicate his shortcomings and develop positive qualities.

The significance of psychology as a branch of humanitarian knowledge is included in the general cultural context of modern life. Each person is obliged to master the basics of psychological culture as a component of the general culture not only of his own people, but also of others. The achievements of modern psychology are associated with the names of not only domestic, but also foreign scientists, and belong to all people. For example, such concepts as "creativity", "self-actualization", "psychoanalysis" are



familiar to all educated people in our country and abroad. Thus, the general cultural significance of psychology suggests that a person has a certain minimum level of knowledge about the phenomena of the psyche, himself, relationships between people, etc.

The central task of education is to strengthen the connection of psychology with the needs of today and tomorrow. It should be noted that the goal of teaching psychology is to master theoretical and practical knowledge and methods of building interaction and communication with people in various conditions of their life. The peculiarity of psychological consciousness is the unity of knowledge and action. Education in psychology is aimed not only at mastering the ways of understanding and transforming the conditions that determine the way of thinking and acting of other people, but also at the very transformation of the conditions of one's own life and consciousness.

The modern system of teaching and assimilation of psychological knowledge involves innovative pedagogical technologies that provide its conscious systemic reorganization.

A modern teacher does not act as a translator of knowledge, but as a colleague and competent adviser (consultant). Personality is at the center of knowledge in psychology classes. The essence of the relationship between the cognizing subject and the cognized subject is in dialogue. Dialogue, on the other hand, involves the disclosure of not only meanings that are situational, but also meanings that are given in an infinite variety of contexts and in the dynamics of changes in the subject in the course of cognition.

The main emphasis in the teaching of psychology is not on theory, but on application in practice, i.e. trainees during the training must actively participate in the training sessions.

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