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Research Article

FEATURES OF INNOVATIONS IN TEACHING DISCIPLINES OF THE PSYCHOLOGICAL AND PEDAGOGICAL CYCLE AT A UNIVERSITY

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ABSTRACT

The article discusses the possibilities of using innovative technologies in the practice of higher education. Modern innovations are described, the components of which are methods of psychological study, cognition of the subject and interpersonal relationships.

KEYWORDS

Innovative technologies, psychological disciplines, education, student, learner, cognition.

INTRODUCTION

Teaching psychology in higher education under the conditions of an innovative education model is becoming increasingly complex. Modern teachers must not only be competent in the field of their specialty and ready to share deep knowledge of the subject taught, but also master new educational technologies that ensure the active involvement of students in educational, research and independent work. Teaching psychology requires the organization of such training that would ensure a natural transition from leading educational activities to professional ones with a corresponding transformation of motives, means, methods and results of activity. This can be achieved only by implementing the principle of professional orientation of all components of training, which allows the future psychologist to improve their professional competence, learn to take an active

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position, developing professionally sought-after personal qualities.

Innovative methods of teaching psychological disciplines are based on the principle of activity of the cognitive subject. At the same time, various forms of activating the personal position and life experience of training participants (written statements, dialogue, collective solution to a problem situation, group discussion, intergroup cooperation, etc.) also appear in another aspect - the formation of the psychologist's personality.

- All methods of teaching psychology can be divided into three main groups: software; problematic; remote; interactive [3, p.76].

- In the innovative approach to psychology teaching methods, they are usually called active, interactive teaching methods.

- Innovation is a complex of interrelated processes and is the result of the conceptualization of a new idea aimed at solving a problem and further - towards the practical application of a new phenomenon. Pedagogical innovations in the educational process can include: the content of educational material, technical means, pedagogical technologies, etc. We will focus on technology in more detail. On innovative teaching technologies V.D. Simonenko includes: interactive learning technologies, project-based learning technology and computer technologies [2, p.95].

- In the psychological theory of learning, interactive learning is learning based on the psychology of human relationships. Interactive learning technologies are considered as ways of acquiring knowledge, developing skills and abilities in the process of relationships between the teacher and the student as subjects of educational activity.

- Their essence lies in the fact that they rely not only on the processes of perception, memory, attention, but, above all, on creative, productive thinking, behavior, and communication. At the same time, the learning process is organized in such a way that students learn to communicate, interact with each other and other people, learn to think critically, and solve complex problems based on the analysis of production situations, situational professional tasks and relevant information.

- In interactive learning technologies, the roles of the teacher and students, as well as the role of information, change significantly. Let us briefly dwell on the characteristics of some interactive learning technologies and give examples of their use in the process of teaching pedagogical disciplines. Discussion (from Latin discussio - research, consideration) - a comprehensive discussion of a controversial issue in a public meeting, in a private conversation, dispute [3, p.79]. In other words, a discussion consists of a collective discussion of any issue, problem or comparison of information, ideas, opinions, proposals. The goals of holding a discussion can be varied: education, training, diagnostics, transformation, changing attitudes, stimulating creativity, etc. When organizing a discussion in the educational process, several educational goals are usually set at once, both

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purely cognitive and communicative. At the same time, the goals of the discussion are, of course, closely related to the topic. If the topic is extensive and contains a large amount of information, as a result of the discussion only such goals as collecting and organizing information, searching for alternatives, their theoretical interpretation and methodological justification can be achieved. If the topic of discussion is narrow, then the discussion may end with a decision being made.

- Let's look at a specific example of how this technology can be used in seminar classes. The student group (due to the specifics of the faculty, the group size is 12-14 people) is divided into 2 microgroups. Each microgroup receives a specific pedagogical technology. The assignment is given in advance and students have time to prepare. But, in addition to presenting their technology, microgroups prepare questions for the opposing team that would highlight the shortcomings of the technology that the rival team received [2, p. 21].

- Directly at the seminar lesson, first one microgroup presents its technology, and the rival team asks it questions. Then the second microgroup presents its technology and the students of the first microgroup ask it questions. Usually the discussion of the answers is very heated, additional, clarifying questions arise and the opposing team has the right to agree or disagree with the given answer. When the work comes to an end, there is a reflective moment. Students themselves evaluate their work, the contribution of each microgroup member to the overall work, and the work of students from the opposing team is also evaluated. The teacher acts as a coordinator and assistant during the discussion.

- "Brainstorming" aims to collect as many ideas as possible, free students from the inertia of thinking, activate creative thinking, and overcome the usual train of thought when solving a problem. Brainstorming can significantly increase the efficiency of generating new ideas in a study group. The use of this technology in the educational process allows us to solve the following problems [1, p. 14]:

- students' creative learning of educational material;

- connection of theoretical knowledge with practice;

- activation of educational and cognitive activities of students;

- developing the ability to concentrate attention and mental efforts on solving a current problem;

- formation of experience of collective mental activity.

- Brainstorming, for example, can be used to find solutions to pedagogical problems and situations. The didactic game is an important pedagogical means of activating the learning process in a vocational school. During the didactic game, the student must perform actions similar to those that may take place in his professional activity. As a result, there is an accumulation, updating and transformation of knowledge into skills and abilities, accumulation of personal

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experience and its development [1, p.79]. The technology of the didactic game consists of three stages: preparation, analysis. For example, solutions to the same pedagogical problems and situations can be found during the performance of game actions. Students are given a certain pedagogical situation in class, they assign roles, think about options for solving the situation, a game plot, and then present the chosen solution. Assessing the effectiveness of didactic games, the following can be noted [1, p. 22]:

- the game allows you to monitor students' knowledge;
- during the game, students form their own opinion and independence;
- the ability to make decisions in real conditions is developed;
- the ability to work in a team to solve a common problem is developed;
- the game develops initiative and a creative attitude to learning.
- The technology of project-based learning is considered as a flexible model for organizing the educational process in a vocational school, focused on the creative self-realization of the student's personality through the development of his intellectual and physical capabilities, volitional qualities and creative abilities in the process of creating an educational creative project. For example, by the end of the Educational Technologies course, students must develop and prepare a project for defense. Work on a project begins with choosing a topic. Students must choose a design object for themselves, that is, an educational institution of any type and level that they would really like to improve. To carry out a research project, it is necessary to clearly define its structure. The project must include a justification for the relevance (i.e. necessity) of a given educational institution, the goals and objectives of the educational institution, the services provided by it, prospects for its development, material and technical base, model of the educational institution, educational technologies that will be used in educational process, expected results of the activities of the designed educational institution.
- Such a project can begin as part of seminar classes and continues outside class hours until the necessary results are obtained. The defense (presentation) is carried out at the seminar. Types of project presentation: scientific report, business game, video demonstration, scientific conference, dramatization, theatrical performance; defense at the academic council, travel, advertising, press conference, etc. Project evaluation criteria must be: understandable and accessible to project participants; there should be no more than 7-10; known from the very beginning of work on the project; First of all, the quality of the work as a whole should be assessed, and not just the presentation. Computer learning technologies are the processes of collecting, processing, storing and transmitting information to the learner via a computer. To date, the most

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widespread technological areas in which the computer is [2, p.59]:

- a means for providing educational material to students in order to transfer knowledge;
- a means of information support for educational processes as an additional source of information;
- a means for determining the level of knowledge and monitoring the assimilation of educational material;
- a universal simulator for acquiring skills in the practical application of knowledge;
- a means for conducting educational experiments and business games on the subject of study;
- one of the most important elements in the future professional activity of the student.

The increased productivity of personal computers has made possible the widespread use of multimedia technologies. In particular, computer presentations are widely used in classes (both lectures and seminars). The computer also turns out to be an invaluable assistant in processing the results of student ratings. The use of computer technologies in the vocational education system contributes to the implementation of the following pedagogical goals [3, p. 76]:

- development of the student's personality, preparation for independent productive professional activity;
- implementation of social orders determined by the needs of modern society;
- intensification of the educational process in a vocational school.

In conclusion, I would like to note that the leading functions of innovative teaching can be considered:

- intensive development of the personality of the student and teacher;
- democratization of their joint activities and communication;
- humanization of the educational process;
- orientation towards creative teaching and active learning and student initiative in shaping himself as a future professional;
- modernization of means, methods, and technologies of training that contribute to the formation of innovative thinking of the future professional.

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