

PREPARATION OF FUTURE PSYCHOLOGIST EDUCATORS ACCORDING TO THE DEMANDS OF THE TIME

Torakhonova Barno

Senior teacher of the Department of General Psychology Andijan State University

Annotation: Podgotovit budushchih pedagogov i psikologov v sootvetstvii s trebovaniyami vremeni i obespechit ix pedagogicheskimi znaniyami i psikologicheskimi navykami – trebovanie vremeni.

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There is a field that with the change of time, it also takes shape or leaves the seed of absolute life. It is not for nothing that the 21st century is called the age of technologies in our rapidly developing Uzbekistan. Today, technologies are developing on all fronts. There is a representative of any field that it is a little difficult to imagine work without the services of technologists today. Therefore, future pedagogues and psychologists should acquire the knowledge and skills appropriate for the time in order to become mature personnel in their field. Today, not only the future educational psychologists, but also society has a question, “What is technology?”

Technology is usually associated with scientific knowledge and engineering; However, technology is any concept that can make life in a society easier or meet individual or collective demands or needs adapted to the requirements of a particular time.

If we talk about its etymological origin, the word technology means “study of technique” [5].

Well, we got some brief information about the technology. But who are future pedagogues and psychologists and what is the importance of technology in their work?

“Pedagogical psychology is the science of the psychological foundations of teaching and education. Pedagogical psychology is closely related to children’s psychology, while studying the formation of the personality of students and the issues of their education. It is impossible to determine the psychological laws of teaching and upbringing. Pedagogical psychology studies and develops the basis of teaching and upbringing, determining the demand for lessons and various educational tools that make up the content of teaching and upbringing, finding rational and effective methods of teaching and upbringing, students or trainees to reveal the principles of gaining knowledge: has the opportunity to develop the basics of preparing students for work and social activities” [4].

“The mutual cooperation and connection of psychology with pedagogy is traditional and age-old, and it is characteristic of their role and influence in the implementation of education of the young generation in the spirit of modern requirements. It is self-evident that such a connection has always existed, and advanced psychologists and pedagogues have tried to explain it. Russian pedagogue and psychologist K. D. Ushinsky stated that psychology ranks first among all sciences in terms of its importance for pedagogy. To educate a person in all aspects, - he noted. K. D. Ushinsky, it is necessary to study him in all aspects.

The new law “On Education” and the implementation of the “National Personnel Training Program” implemented in our republic have made the cooperation and interaction of the two disciplines more

relevant than ever. The methods and rules of pedagogy will not be sufficient for the application of new pedagogical technologies to the processes of education and training among the conditions that guarantee the development of a person in the new model recognized in the national program, his development as a possessor of deep knowledge, and his perfection. That is why, in cooperation with psychology, it is necessary to study, from the traditions of the development of the mind of the young generation during the educational period, to the adoption of new teaching technologies by the child and how they affect his mental abilities. Organization of work on the basis requires combining the methods of psychology with didactic methods. In particular, the introduction of the principles of spiritual maturity in schools and new types of educational institutions implies the implementation of the most advanced and modern forms of education with deep knowledge of personal psychology” [p. 2:41]. Such significant work is reflected in our motherland, Uzbekistan, and creates a foundation for ensuring that future personnel become qualified specialists. In addition, many important plans are being made in connection with such work, for example, “Expanding the scope of introducing new pedagogical and information technologies into the educational process, implementing best practices in the direction of drawing up and implementing plans, transferring textbooks and training manuals and programs and lecture texts to electronic diskettes, providing them to every student, in scientific and scientific-methodical work, as well as. It is important to achieve the widespread introduction of modern pedagogical and information technologies in the educational process, to provide the educational system with the necessary information tools, and to connect educational institutions to communication networks” [page 1:6].

Pedagogy and psychology, as well as the development of technology, have a long history, and many people did not spare their work for the development of this field. Among the first, in 1965, L.M. Krasnobayev defended his doctoral thesis on “Development of moral beliefs in high school students”, and in 1971, Davletshin Muhammed Gabdulgalimovich defended his doctoral thesis in Leningrad on “Psychology of students’ technical ability”. Especially M.G. Davletshin’s contributions to the development of the science of psychology in Uzbekistan are great. His main scientific directions were aimed at the formation of students’ technical interests and abilities, the problems of labor education and career orientation, and the improvement of the effectiveness of teacher training in pedagogical higher educational institutions and universities. Also, he is interested in studying the psychological views of Eastern thinkers, using the rich heritage of their scientific works, “Psychological problems of increasing the effectiveness of education in new types of educational institutions – academic lyceums and vocational colleges” and in Higher Pedagogical Educational Institutions. Focused on the scientific foundations of the application of pedagogical technology to the educational process, and many researches were conducted in this field, textbooks, manuals, scientific and popular articles were published. M.G. D. Avletshin, Doctor of Psychology (1971), Professor (1972), Honored Scientist of the Republic of Uzbekistan, Head of the Department of Psychology of the State Technical University named after Nizomiy, author of about 270 scientific articles, scientific supervisor of about 50 candidate theses, many became a scientific advisor for the doctoral dissertation. Among his scientific works: “Formation of technical interest in 5th-7th grade students” (1956), “Interest and education” (1962), “Psychology of technical ability of schoolchildren” (1971), “Youth psychology and pedagogical psychology” (Textbook (1974), “Abilities and its diagnosis” (1979), “Choosing a profession” (1986), “Psychology of a modern school teacher” (2000), “General psychology” (2000), educational-methodical manuals and scientific articles such as “Youth Periods and Pedagogical Psychology” (2004) are of great importance in the development of psychology” [page 3:474].

In conclusion, we can say that in today’s rapidly developing era, it is necessary for future pedagogues and psychologists to acquire technical knowledge and skills.

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