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named after P.M. Masherov”
Department of Psychology

MODERN TECHNOLOGIES OF TEACHING PSYCHOLOGY IN THE SYSTEM OF HIGHER AND ADDITIONAL EDUCATION

Course of lections

Vitebsk
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Compiled by: Assistant Professor of Psychology Department of the VSU named after P.M. Masherov, PhD in Psychology **N.V. Kukhtova;** Senior Lecturer of Psychology Department of the VSU named after P.M. Masherov **N.S. Semenova**

R e v i e w e r s :
Head of the Department of Psychology and Pedagogy
of the Vitebsk State Order of Peoples' Friendship Medical University,
PhD in Medical Sciences, Assistant Professor *A.L. Tserkovsky;*
Head of the Department of Social Pedagogical Work
of the VSU named after P.M. Masherov,
PhD in Pedagogy, Assistant Professor *E.L. Mihailova*

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The course of lections is prepared in accordance with the educational standard for students of the 2nd stage of obtaining higher education in the specialty "Psychology". The course of lectures is addressed to master students of the specialty 1-23 80 03 "Psychology". It can be useful for psychologists, teachers, speech pathologists, students and all those who are interested in the psychology of communication, professional development and personality formation.

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INTRODUCTION

The modern stage of society's development is characterized by the rapid development of innovative processes in the field of education. The requirements for higher and additional education today are determined by the changes taking place in the legislation. The main task facing the higher school is to ensure the development of the potential of future specialists for creative, creative activity.

The problem of training qualified psychologists was and still remains one of the most urgent. This is due to the fact that in recent decades there has been an increased public interest in knowledge about a person, as well as the specifics of psychology as a science that imposes a number of requirements for its teaching technologies. At the present stage of society's development, psychology has lost the status of an abstract academic science and has become a sought-after applied branch of scientific knowledge as an integral part of people's daily lives. In turn, the specificity of psychological knowledge lies in their ability to produce changes in the subject studying psychology that affect his personality, contributing to the identification of his individual creative potential. Therefore, the most important task of a psychology teacher is to contribute to the formation of a culture of consumption of psychological knowledge among ordinary people, their assimilation by students as a condition of personal development. Achieving this task requires a special approach to the organization of the process of teaching psychology, taking into account the concept of continuing education. The point is that the teaching of psychology should not be based on the position of the traditional approach to learning, postulating subject-object relations between the teacher and students, but on an innovative strategy reflecting an activity-reflective approach to learning as an organized joint activity of the teacher and students (undergraduates, trainees) within the framework of a holistic learning situation. It is during the interaction in the "teacher – student" system that the actualization of the personal development potential of both subjects of education takes place.

The presented course of lectures focuses students on the assimilation of the material on the principle of "from theory to practice". The lecture material is divided into thematic blocks (modules) that include the content of their questions. Thanks to this structuring of the material, the logic and consistency of its presentation is ensured. At the same time, in the course of lectures, the material is presented quite fully, but it does not contain absolutely all the knowledge necessary for a master's student, presenting students with the opportunity to carry out an independent information search

Objectives of the discipline:

Training undergraduates (master students) in the methodical basis of teaching technology in the system of higher and additional education and the formation of the psychological culture of the individual at the second stage of education.

The discipline study tasks:

-To mater the basics categories and concepts of the methods of teaching psychology, to study the patterns of mental and personal development of a person in the process of teaching psychology

- to create a base of necessary practical skills and skills for teaching phycology of different ages, organizing and conducting independent work, research

- to develop necessary an d professional qualities for future activities and to form motivation of pedagogical activity

-to carry out ideological education of the undergraduates

-to form psychological culture of the personality of the future specialist/

Requirements for universal competencies

The Master must have the following universal competencies:

УК-4. Have the skills to teach psychology using a variety of modern innovative techniques and technologies in the system of higher and additional education.

Requirements for in-depth professional competence

The Master must have the following in-depth professional competences:

УПК-1. Be able to formulate and solve applied problems in the field of interpersonal interaction psychology

Requirements for the academic competence of the master's degree

The master must have:

-the ability to research independently.

- methodological knowledge and research skills that provide solutions to the problems of research, scientific and educational, educational, expert-analytical, organizational-management, practical and innovative activities.

-the ability to constant self-education.

The Master must:

- improve and develop your personal potential, raise the intellectual and cultural level.

- take a responsible social position when making decisions within the framework of professional competence, show professionalism, initiative and creativity in actions in non-standard and problematic situations.

- possess communication skills and skills of effective interaction in the scientific and social spheres of life.

- form and argue your own judgments and professional position.

- adapt to new situations of social and professional activity, realize the accumulated experience, their opportunities.

The master must be able to:

-prepare scientific reports, reviews and publications based on the results of the research.

ПК-4. Plan, organize and provide psychological support for the implementation of research results.

- modify and adapt existing psychological technologies to the requirements of production and social practice.
- manage the independent work of students and organize their research activities.
- prepare, review and edit scientific and educational publications.
- carry out modeling and predicting psychological processes in different areas of public life.
- assess modern problems and trends from the perspective of modern psychology.
- master and implement management innovations in the professional activities.
- formulate and solve application tasks in a certain area of psychology.
- master and introduce innovative educational technologies into the educational process.
- To master and implement modern psychological innovations in practical activities.

Module 1.
Theoretical basis of modern pedagogical technologies

Topic 1. Methodological problems of teaching in the system of higher and additional education

1. The importance of methodological issues in teaching. Aims, purposes, content of teaching methods.

The methodology of teaching psychology is a branch of psychological and pedagogical science that studies the reasonability of teaching psychology. This is the science of how to get interested, excited about learning, and teach to learn individually and creatively.

The aim of teaching the discipline is to teach future psychologists the methodological basis of teaching psychology and the formation of psychological culture of the individual in the system of professional education.

The aim of studying psychology:

1) to learn to think psychologically: analyze, evaluate and explain mental phenomena;

2) to master psychological techniques and methods of applying scientific basis to a positive change in the human mental state. It should be emphasized that the effectiveness of teaching methods depends on a clear awareness of the purpose of teaching and subordination to the entire set of methodological techniques.

The aim of the student's study and teaching psychology is formation of the student's ability to be practically guided by scientific psychological knowledge in real interaction with other people, which, in its turn, requires formation of the ability to think psychologically.

The purpose of studying the discipline:

* to acquire the main categories and concepts of the methodology of teaching psychology, to study the reasonability of mental and personal development of an individual in the process of teaching psychology;

* to create a basis of necessary practical skills and abilities for teaching psychology to people of different ages, character and conducting independent and research work;

* to develop students ' personal and professional qualities necessary for their future activity, to form motivation for pedagogical activity;

* to fulfil ideological education of students through the course content;

* to form psychological culture of the future specialist's personality.

Basic requirements for a psychology teacher:

* selection of convincing facts;

* promoting independent activity of students;

* emotional attitude;

* awareness of the current state of science;
* focusing of the psychology course on the study of personality;
* development of students ' self-awareness;
* formation of professional orientation of students.

Methodology of teaching psychology

* firstly, it analyzes individual techniques and methods of teaching;
* secondly, it helps a teacher to identify the most significant psychological and pedagogical things of the subject 's content.
* thirdly, it helps to choose the most convincing moments from the whole variety of psychological facts.

Thus, the general aim of studying psychology by students is to develop their ability to think psychologically, applying their psychological knowledge for scientific explanation of the facts and phenomena of human mental state, as well as to transform it in order to develop personality (education and upbringing, formation of a team, psychological correction of deviant behavior or psychotherapeutic treatment of neuropsychiatric disorders, etc.).

2. Methods of teaching psychology.

First of all, teaching psychology is based on the teaching methods known in the world pedagogical practice. Let's look at them more detailed.

The methods of verbal learning are among the most common in all learning systems. Oral presentation of knowledge by the teacher is a powerful tool that guides the cognitive and practical activities of the student. The teacher does not only transmit knowledge, but also forms an interest in the subject, teaches the analysis and generalization of facts, the ability to ask questions and think independently. The main methods of verbal learning used in the teaching of psychology are telling a story, conversation, explanation.

The story is used to prepare students for the perception of new educational material, which can be, in its turn, used and conducted by other methods, as well as for summarizing a specific topic. The value of the story and its main characteristics is in the fact that the presentation is conducted according to a clear logical plan, consistently, with the highlighting of the essential, with the use of illustrations, briefly, entertainingly, emotionally.

The conversation is used to consolidate and comprehend the ideas and knowledge that the students have already possessed. The subject of the conversation is both observations of the phenomena of psychological culture and questions that require explanation or detailed clarification. During the conversation, the amount of students’ knowledge is revealed, the depth and consciousness of learned educational material is checked and independence of judgment develops.

Explanation is an important method of giving new knowledge, the essence of which is the verbal interpretation of individual concepts and terms. The

explanation is based on the of the topic a brief disclosure of the plan and purpose of its study, and is used before the teacher starts telling a story on a new topic, or in the process of working with new educational material.

The value of using the problem method of teaching is determined by the fact that the students together with the teacher set and solve educational problem. The main way of setting an educational problem is to create a problem situation, the sign of which is an experience, and the content is a contradiction. The organization of problem-based learning is recommended not only by getting acquainted with the history of the scientific problem, the laboratory of scientific research, analysis and evaluation of scientific research, but by creating a real problem situation with the solution of specific problem tasks. The main techniques in this case are problem questions and heuristic conversation.

Semantic immersion method in teaching psychology is used due to the fact that some psychological concepts are extremely difficult to express theoretically. However, it is impossible not to introduce them, since they are the key to psychology and it is almost impossible to reveal any psychological phenomenon skipping them.

The project method is based on the fact that the teacher builds a program of personal development of the student together with him and on the basis of identifying his personally significant interest.

The method of observation, being both a method of cognition and psychological research, makes it possible to purposefully perceive mental phenomena and to collect information more widely. Observations of the behavior, the demonstration of mental states of a person and the psychological traits of personality, the development of the mental state in ontogenesis - this is the source of spontaneous formation of the psychological culture of the individual. This method allows us to study the patterns of human mental life in natural conditions.

The methods of experimental and differential psychology can be used as a key to self-discovery. The experimental method is of great didactic importance, since it is mainly a method of self-activity, creative ingenuity.

To the practice of teaching psychology, it is proposed to introduce teaching methods based on practice-oriented technologies of personal growth working directly on the tasks of personal development. Some methods of this group have already been adapted or modified by the authors of the program to the learning environment and are successfully applied in practice. They include:

* active group methods of social training: discussion methods (discussion of conflicts, analysis of the situation of moral choice); didactic games (behavioral learning, intonation-speech training, video training): creative games (game psychotherapy game, psychodramatic correction, transactional method of awareness communicative behavior awareness); sensitive training (training of self-understanding, interpersonal sensitivity and empathy);

* the method of creative self-expression (through literary, scientific, artistic and other types of creativity);

* methods of mental self-regulation and training of mental functions (autogenic training, psychophysical gymnastics, techniques of emotional relief):

*expression method.

3. Modern scientific approaches for teaching psychology.

There are many points of view on the phenomenon of human behavior. Psychologists use all sorts of approaches when they study how people think, feel and behave. Some researchers specialize in one approach, such as biology, while others turn to more eclectic methods that combine different points of view.

Neither of them is leading; each of them only emphasizes different aspects of human behavior.

1. Psychodynamic approach

The psychodynamic approach comes from the works of Sigmund Freud. This type of psychology emphasizes the role of unconscious thinking, early childhood experiences, and interpersonal relationships to explain behavioral motivation and help people suffering from mental illnesses.

2. Behaviorism is an approach that focuses on studied behavior. Behaviorism differs from many other approaches, instead of focusing on internal states of mind, it addresses only the external expressions of behavior.

This school dominated psychology in the early twentieth century, but in the 50s it lost its advantage. The principles of behaviorism are often applied to the regulation of mental health: doctors use these techniques in diagnosing and treatment of many diseases. John Watson

3. Cognitive approach – during the 60s begins to gain strength. This field of psychology focuses on such mental processes as memory, thinking, problem solving, speech, and decision-making. Under the influence of the psychologists Jean Piaget and Albert Bandura, the approach has developed tremendously recent decades.

Cognitive scientists often use the information processing model, comparing the human mind to a computer in order to understand how information is acquired, processed, stored and used.

4. Biological approach- researchers who choose biological approach study how genetics affect different behavior, or how damage to a particular area of the brain influences person's actions and character. Thus, genetics, the brain, nervous, endocrine and immune systems are the objects biopsychologists interested in.

This approach has advanced recently, thanks to the progress in the study and understanding of the human brain and nervous system. Such tools as MRI and PET scans allow the researchers to observe human brain in a variety of

conditions. Now scientists can see the consequences of brain damage because of drug use and diseases the ways previously unavailable.

5. Cross-cultural is a fairly new approach that has developed over the past twenty years. Scientists observe human behavior through the lens of different cultures. By studying these differences, we can learn more about the influence of native culture on our thinking and behavior.

For example, the researchers noted how different social behavior is in individualistic and collective cultures. In individualistic cultures – for example, in the US, people tend to spend less effort when they are in a group; this phenomenon is known as «social idleness". In collectivist cultures – for example, in China-on the contrary, people work more actively when they are a part of collective.

6. Evolutional approach- evolutional psychology focuses on the study of how evolution explains psychological processes. The researchers take as a basis basic principles of evolution, including natural selection, and apply them to psychological phenomena.

This approach suggests the following theory: mental processes arose because they help in survival and reproduction.

7. Humanistic approach - during 1950s, humanistic psychology was formed. Nurtured by the work of Carl Rogers and Abraham Maslow, the approach emphasizes the importance of motivation for human thoughts and behavior. The basis of psychology is the concept of self-actualization. Those who choose this approach study the ways a person to grow, change, and develop personal potential.

There are many points of view on human thinking and behavior. The variety of approaches in modern psychology allows the researchers and students to find their own way of understanding various problems, to find new ways of explaining and predicting human behavior, as well as to develop modern methods of treating deviations.

4. General didactic principles of teaching, their description. Specific principles of teaching.

The principles of teaching are the main ideas in the organization of training sessions, scientifically based on recommendations, rules, norms that govern the learning process.

The principles depend on the aims of teaching and the didactic concept. In modern didactics, there are classical principles, as well as principles developed recent decades (Golub, 1999; Khutorskoy, 2001; Pedagogy, 2002). They should be used in choosing methods and techniques for teaching psychology.

The principles of teaching psychology are based on the general didactic principles of teaching. However, their use in teaching psychology has its own specifics.

Since the principles depend on the aims of teaching, some of them are relevant only for certain educational programs (general secondary, special secondary, higher education), while others are valid for all.

General didactic principles:

1. The scientific principle

It requires the studied educational material to correspond modern achievements of scientific and practical psychology, does not contradict objective scientific facts, theories, laws. This principle is of particular importance for the study of psychology due to the fact that there are a large number of near-scientific psychological books written on the basis of knowledge of everyday psychology or esoteric knowledge (for example, the literature on physiognomy). Keeping the principle of science in teaching psychology means that the information given to the students must be evidence-based. This can be achieved by describing the appropriate methods of psychological research.

2. The principle of consistency

The educational material is studied in a certain sequence and logic, which gives a systematic concept of the academic discipline. At the same time there is interaction of different psychological theories, concepts and laws. That is why the topics of the curriculum should be structured and systematized. The studying material is divided into logical sections and topics, then the order and methodology of work with them are established, content centers, main concepts, ideas are highlighted in each topic, the material of the lesson is structured, and connections between the theories and facts are established. From one topic to another, from one course to another, a certain continuity and inter-subject connection must be maintained.

3. The principle of visibility

It includes the use of senses and images in teaching. Visual images are the most important. First of all, visual analyzer is the most significant and leading for most students and pupils. And secondly, visual presentation of information is more intensive and leads to better understanding of the material. Of course, the use of images of other modalities (auditory, tactile, kinesthetic) can also increase the effectiveness of learning. The unity of visual (figurative) and verbal content is the most important psychological basis of understanding. In teaching psychology, can be used such types of visualization as: 1) verbal, 2) artistic, 3) visual, 4) practical. More information about them you will find in the following sections.

4. The principle of rational and emotional unity

According to this principle, training can be effective only if students and pupils are aware of the goals of learning, the necessity to study this subject, its personal or professional significance, and show a conscious interest in getting knowledge. At the same time, a direct emotional interest in psychological facts and phenomena is the strongest motivation to study psychology. In accordance with this principle, it is wrong to build teaching of the subject only on the belief

of students that they need it and it is useful justifying by that boring classes. On the other hand, it is wrong to choose from a psychology course only interesting topics that attract involuntary attention.

5. The principle of subject-oriented and personality-oriented unity in teaching psychology

Psychology as an academic subject that has a great peculiarity in comparison with all other disciplines. On the one hand, it is a science that has its own objective subject content, just like natural and humanity science Therefore, it should be studied objectively and impartially. On the other hand, the subject of this science is personally significant for each student, pupil Therefore, they need to relate the knowledge they receive to themselves, to use it for self-discovery. That is why, psychology attracts a lot of attention and interest of the students who want to use it to understand themselves. Following the principle of unity means maintaining the necessary balance of subject-oriented and personality-oriented content at psychology classes. This principle should be observed while teaching psychology as a general education subject.

6. The principle of accessibility

It is necessary to correlate the content and methods of teaching with the type of students or pupils., their educational intentions, age characteristics, and their level of development. In accordance with this principle, it is necessary to move from the simple to the complex, from the easy to the difficult, from the known to the unknown. The same content should be taught different ways, based on a different knowledge and interest base: a) psychology students; b) students enrolled in other programs of higher education; c) students of specialized secondary schools; d) students of general educational institutions. The principle of accessibility in teaching psychology at school is of particular importance due to the fact that there are no stable traditions of teaching psychology to school-age pupils.

7. The principle of theoretical and empirical knowledge unity

This principle is a concretization of the didactic principle of the concrete and the abstract unity. In accordance with this principle, the teaching of psychology should optimally combine, on the one hand, the description of theoretical ideas, their logical justifications, and, on the other hand, the specific empirical facts on which they are based, the specific examples that illustrate them. Unfortunately, sometimes psychology textbooks and lectures are dominated by theoretical arguments that are not supported by concrete facts and examples. The other extreme is when the teacher excessively interested in describing interesting psychological studies, experiments, and examples from the field of practical psychology without considering psychological theory which is basic.

8. The principle of connection of the studying psychology with life and practice

This principle is especially important in the school teaching of psychology. It is based on the fact that psychological concepts and regularities should be explained and illustrated not only by scientific research, but also by real-life examples that students come across. It is important that they see in practical applicability and usefulness of psychological knowledge in everyday life. The study of psychology should encourage students to use the received knowledge in solving practical problems of observing other people, self-discovery and self-development.

9. The principle of activity in learning

It is based on the fact that effective learning of students and pupils occurs only when they show independent activity in learning. Activity in this case is contrasted with passivity. The realization of this principle can be achieved by:

1) formation of students ' need in psychological knowledge

2) dialogical form of learning;

3) problem-based approach to learning;

4) A wide use of practical teaching methods (in the form of educational experiments, tests, psychological trainings).

10.Teaching psychology should be of educational manner.

This principle is particularly important in teaching psychology at school. Psychology classes have a special mission here. As a result of studying the course of psychology, the main value is not knowing psychological theories, concepts, laws, but better understanding of the inner world of other people and themselves: the assimilation of psychological means of self-discovery and self-development, the improvement of their cognitive activity, the successful and harmonious development of relationships with other people, as well as better understanding themselves as individuals.

Topic 2. Definition of educational and innovative technologies

1. The concept of "pedagogical technology".

The term "technology" is borrowed by pedagogy from the industrial sphere, but like any professional activity, it is realized by certain actions aimed at solving the problems of personal development, upbringing and education. In the dictionary the term "technology" means "a set of techniques used in business or art".

The term "technology" is used in two meanings:

1) as a set of processing, manufacturing methods, changing the state, quality, shape of materials, products in the production process in order to obtain a finished one.

2) the science of how to influence raw materials, or semi-finished products. In the ordinary (practical) use of this term, attention is drawn to the obligation

and sequence of operations that must be performed in order to obtain a quality product. The use of this term in pedagogical activity means that a teacher must also take a number of certain mandatory actions in order to achieve the purpose set by him in the development, upbringing and teaching of the individual.

There are many definitions of pedagogical technologies – a term that has become quite popular over the past decade. So, pedagogical technologies are:

N. V. ASTASHKINA: "Pedagogical technology is the interaction of teachers and students in any field of activity, organized on the basis of clear structuring, systematization, programming, algorithmization, standardization of methods and techniques of teaching and upbringing, using computerization and technical means."

V. P. BESPALKO: "A set of tools and methods for reproducing theoretically based learning and education processes that allows us to achieve our educational goals successfully . It is a meaningful technique in educational process."

I. P. VOLKOV: This is a description of the process of achieving planned teaching results.

V. I. ZAGVYAZINSKY: "This is a system planned activity that allows to program educational situations, activity of teaching subjects with a significant degree of probability that guarantees the desired results."

S. I. ZMEEV: "The organization of teaching process, which provides a certain system of action and interaction of them, but active elements of the process come above all.

M. V. CLARIN: This is a set system and the order of functioning of all personal, instrumental and methodological tools used to achieve pedagogical goals.

F. COOMBS: "a wide variety of methods, materials, equipment and supply system - in short, everything that is involved in the educational process and contributes to the work of the education system."

M. M. LEVIN: "This is a project of a pedagogical system held in practice, which is with the activity of the teacher, provides the response of students." Definition from the point of view of the essence of the learning process – " Learning technology is a didactic construction of information management of educational and cognitive activity of students, reflecting the laws of education"

V. M. MONAKHOV: This is a well thought-out model of joined pedagogical activity in the construction, organization and conduction of the educational process with providing comfortable conditions for students and teachers.

G. K. SELEVKO: This is a meaningful generalization of all the definitions of previous authors.

L. G. SEMUSHKINA, N. G. YAROSHENKO: "This is the way to carry out the content of learning provided by teaching programs, including a system of

forms, methods and tools of teaching which provide the most effective achievement of certain goals"

V. A. SLASTENIN: "A law-based pedagogical activity that implements a scientifically based project of the didactic process and has a higher degree of efficiency, reliability and guarantees the result better than in traditional teaching methods."

D. V. CHERNILEVSKY, O. I. FILATOV: "This is a systematic set of psychological and pedagogical procedures, including a special selection and arrangement of didactic forms, methods, techniques and conditions necessary for the learning process." Only understanding of pedagogical technology as an integral system that determines the interaction of teachers and students allows to achieve high results in the learning process."

G. K. Selevko identifies three aspects in "pedagogical technology":

* scientific: pedagogical technologies – a part of pedagogical science that studies and develops the goals, content and methods of teaching and pedagogical processes;

* procedural-descriptive: a description (algorithm) of the process, a set of goals, content, methods and means to achieve planned learning results

* procedural-effective: the realization of the technological (pedagogical) process, the functioning of all personal, instrumental and methodological pedagogical means.

The concept of "pedagogical technology" is used at three hierarchically subordinate levels:

1. General pedagogical (general didactic) level: general pedagogical (general didactic, general educational) technology characterizes educational process in a given region, educational institution, at a certain stage of training.

2. Private methodic (subject) level: the term "private subject pedagogical technology" is used in the sense of "private methodology", i.e. as a set of methods and means for realization of certain content of training and education within a single subject (methods of teaching subjects, methods of a teacher).

3. Local (module) level: local technology is the technology of individual parts of the educational process, the solution of specific didactic and educational purposes (the technology of individual activities, the formation of concept, the education of individual personal qualities, the technology of classes, the assimilation of new knowledge, the technology of repetition and control of the material, the technology of independent work, etc.).

2. Innovative educational technologies as a factor of increasing the level of teaching.

The current stage of development of the education system around the world gives possibility to go beyond traditional teaching, to understand and master the approaches to the educational process made in pedagogical theory and practice.

Over the past decades, research has been conducted to create a training system with guaranteed high results, which involves the creation and realization of innovative training technologies: personality-oriented, interactive, modular, reflexive-creative, information-computer teaching, etc.

Pedagogical innovations mean prospective innovations in the field of education that have positive impact on its development. Teaching technology is the process fixed in the form of a certain algorithm of teaching actions and operations aimed at achieving planned learning results based on a set of specific teaching models and diagnostics of the achievement of the set goals at each stage of learning.

The technological aspect of teaching is realization of the learning process and involves:

- providing the technology of interaction of subjects of the educational process, determining the learning algorithm and the mechanism of transition from one level to another within this algorithm;
- definition of didactic technology at each level, its orientation and general content.

The learning technology is a procedural category that includes the normatively fixed parts and the sequence of their learning, which is called the learning algorithm. This is the logic of the technology of the educational process.

Currently, a number of requirements for teaching technologies are made to develop students ' creative abilities. Following these requirements will allow innovative technologies to get the status of standard technologies and to be put in practice of teaching students.

First of all, technological procedures should be carefully developed within the boundaries of a particular educational technology. The teaching technology should contain a certain number of specific didactic modules. Within each didactic module, it is necessary to provide methodological tools. It includes: a technological map (a project of the educational process on the educational topics of the discipline), diagnostic tools for measuring the result of the use of technology in a specific didactic module and making subjective control (primarily test) on the quality of students' knowledge and examples of educational activities. According to the results of the diagnosis, the fact of the orientation and content of correction educational activities of students.

The second each innovation in the form of a new teaching technology should be checked from the point of a personality-oriented approach to learning and effectiveness in achieving the set learning goals in accordance with the curriculum.

The third, it is necessary that the developed innovative teaching technologies are focused on the use of practical experience, which significantly differs them from traditional teaching methods based on the lecture form of material. presentation

The fourth, it should be considered that the future of education belongs to full-time distant learning. That is why, when developing training technologies for the higher education , it is important to provide the use of computer options in teaching and monitoring students ' knowledge, skills and abilities; a set of interactive educational materials (a training complex that includes textbooks in a computer version, audio and video cassettes, computer training programs and instructions for their study).Getting knowledge in full-time distant learning mainly occurs through the study of a set of interactive educational materials.

The fifth, the technology of teaching involves the presence of feedback (individual), the activation of students ' work. Innovative teaching technologies should be based on the use of the most active teaching methods that allow students to save time, such as problem-based teaching methods, group discussions, working with interactive educational materials, business, simulation, games, trainings, brainstorming, etc.

Innovative teaching technology is realized in the process of making the teacher author’s technology, taking into account his real abilities personal professional experience, intuition and creativity. Innovative learning technology acts as a tool for methodological support of the educational process, combines various didactic tools ,subordinating them to specific learning goals; encourages the heuristic and research activities of students, the development of creative potential of teachers and students, presents innovative ideas; provides organizational forms of learning, as well as a system for monitoring the learning results (including testing method and rating system for assessment of students ' knowledge); promotes realization of educational standard, since it is aimed at achieving learning goals, getting knowledge, skills abilities contained in educational standard.

3. Distinctive features of "teaching technologies" and "teaching methods".

Let’s analyze the different views of researchers on the relationship between the concepts of "technology" and "methodology": 1. Technology as a form of methodological realization. 2. Methodology as a practical implementation of technology is a form of expression of process through which the algorithmization of actions (a system of prescriptions) is carried out.

Thus, quite often in the practice of teaching, technology is used in the form of training, which has the following characteristic features:

* unilateral substantive justification;
* there is no technological and general didactic justification;
* subject knowledge is given, but it does not go well with logical actions, generalization and systematization;
* students ' ability to translate knowledge into actions, etc., is not formed.

According to S. I. Zmeev, teaching technology differs from teaching methodology in the following: * the system of organization and interaction of all elements of the learning process at all its stages;

* the definition of the main operations in the organization and realization of the learning process;

* the definition of the main characteristics and parameters of the elements involved in the learning process;

* the definition of actions and functions primarily of the active elements (participants) of the learning process: the student and the teacher.;

* the guarantee with a high degree of reliability of achieving set learning aims.

According to Yu. G. Fokin, the technology differs from the teaching method in that, in addition to the choice of a specific methodological development (i.e., the answer to the question: what to do?), it determines the structure and content of the educational and cognitive activity of students.

Distinctive features of "teaching technology" from " teaching methodology»

1. Clear regulated recommendations, instructions for the realization of the educational process 1. Vague, unregulated recommendations, proposals for the implementation of the educational process 2. Objective interpretations of concepts and terms 2. Subjective interpretations of concepts and terms are possible 3. Technologies are always reproducible and replicated 3. The inability to fully reproduce the original 4. Guarantees the implementation of learning goals 4. The way to achieve learning goals often depends on the personal capabilities of the teacher 5. A clear sequence of classes 5. Methodology is a narrower and less rigid concept than technology. The technology of teaching includes various methods 6. Low variability 6. High degree of variability A teacher analyzing his pedagogical activity face the situation, on the one hand, totally influencing the process of personal development, on the other- systematically evaluating all the elements of the learning process, realizing its laws, functions and principles.

4. Using of innovative educational technologies in the process of teaching psychology

Teaching psychology in higher education in the context of an innovative model of education becomes increasingly difficult.

The most effective way to solve problems in the process of professional orientation of students is to use a system of problem-based learning methods, the most important function of which in the study of psychology is maximum development of mental activity and creative abilities. Because of its specificity, mental activity is always causal in nature, striving for a deep insight into the essence of objects and phenomena. Problem-based learning is a method of active

interaction of the subject with the problem-presented content of teaching, organized by the teacher, during which he learns to think and gets knowledge creatively. Using the methods and methods of problem-based learning puts a student in such conditions when he himself needs to apply his psychological skills and abilities, to show creativity, choosing a way to solve a problem situation. The general condition for the success of problem-based learning is the high professional skills of a teacher, which requires creating such problematic psychological situations that correspond to the cognitive capabilities of each of the student.

The problem approach in teaching psychology allows you to:

– through problem tasks based on the use of the media and the Internet, significantly increase the amount of knowledge about mental activity and psychology;

- using the accumulated material on the topic to teach students make a choice, argumentation, classification, systematization, interpretation of individual facts, judgments, phenomena, etc.;

- using interactive methods, role-playing, business games, to teach students the ability and effective methods of interaction with colleagues;

- using problem situations in small groups, increase the share of direct communication on psychological issues, encourage thinking, replace the traditional process of knowledge transition with the assimilation.

The use of methods and forms of problem-based learning contributes integration of educational and research processes throughout professional training of students.

Today, innovative education is increasingly introduced by such educational technologies as a computer, digital projector, interactive whiteboard, etc. The most common computer technology used in the field of teaching psychology is the Internet. Its main advantage as a learning tool is its multifunctionality.

As an informative system, the Internet offers its users a variety of information resources. Its basic set of services may include e-mail, the ability to publish your own information, access to reference directories, search systems, and online conversation. The Internet allows you to get the most up-to-date information about the latest events in the world. Regular use of the Internet develops students ' independence, forming self-education and self-improvement skills. It helps to solve the most important task the teacher face – to find the best ways to bring students to gradually increasing independence.

Another method of innovative technologies is multimedia. The literal translation of the word multimedia is not very euphonious – multi-mediumship or multiple environment. The environment here refers to sound, video, text, and any other data. Multimedia refers to a set of software tools that allow you to use a personal computer to work not only with text, but also with sound, graphics, animation, and video. Multimedia allows you to use your computer in a new way, turning it, for example, into a convenient tool for working with huge databases containing not only text data, but also sound, high-quality images and videos.

Multimedia programs are a high-tech and very expensive product, since their development requires the combined efforts of not only specialists in the subject area, teachers, psychologists and programmers, but also artists, sound engineers, screenwriters, editors and other professionals. The use of multimedia in the process of teaching psychology makes it possible to influence all the senses and, consequently, to intensify the impact on the student and increase the possibilities of perception of the educational material. The modern multimedia complex is a kind of powerful weapon: the use of multimedia allows at least to "hook" each student, enrich a lecture with a variety of materials, give possibilities, vary forms of influence and work. A special role here belongs, of course, to visual materials – photos, posters, cartoons, video clips, etc.

However, the analysis of well-known media products shows that their makers do not quite clearly understand the specifics of the product being created. In fact, they create the same textbook, only more vividly and variously illustrated. Moreover, the textbook is traditional – the one that is based on an ordinary text. And what is most sad – with a set of ready-made cliché and conclusions. Visual (as well as music, video, etc.) material, as. In a traditional textbook, it is primarily illustrative. And as in an ordinary textbook, this material is not always really "tied" to the text

You need to clearly understand the key advantages of multimedia and intend to use it the best way. The main advantage is the ability to create bright memorable images, as well as the ability to compare and contrast them.

Currently, there are three main ways to use multimedia:

1. Illustrative (traditional). A more or less well-chosen visual series illustrates a traditional story of the teacher.

2. Schematic. The training is based on the construction of reference notes or structural and logical schemes.

3. Interactive. It combines elements of illustrative and schematic approaches. The difference is that the use of a variety of visual materials, diagrams and animations is combined, supplemented by the use of documents from various sources.

The experience of psychologists shows that the maximum effectiveness of multimedia classes is achieved in following conditions:

- the visual material should be very bright, imaginative, even symbolic;
- the material must be ambiguous and suitable for analysis;
- a multi-perspective approach is always preferable – presenting two or more approaches, points of view, etc.;
- always avoid ready-made conclusions;
– always use good "personal" materials, individual, emotional;
- it is better to combine different types of materials – photos, posters, texts, cartoons, diagrams, etc.
– the more original the material and the more unexpected the combination of different materials – the better result;

- the material must be structured, there must be an internal logic of its construction, a kind of rod on which it is strung. The material should be methodically correct – a problem, key questions, etc., as well as various methodological techniques, unexpected, non-standard tasks should be used as widely as possible.

Thus, the use of innovative technologies in teaching of psychology will significantly increase the possibilities of teaching, will make both the teaching itself and the perception of psychology in general much more individualized. They give a great opportunity to feel the "taste of the subject and science". This is achieved by extensive use of authentic materials, primarily visual (photos, posters, diagrams, etc.). And with the help of a multimedia lesson using interactive technologies it is possible to organize the production of not only traditional media products, but also collections of various materials that would allow teacher-psychologists to get ready for classes independently using various elements according to their preferences, level of training and qualification.

Topic 3. Classification of pedagogical technologies

1. Classification of pedagogical technologies by V. P. Bespalko

The interaction of a teacher and a student (management) can be open (uncontrolled and uncorrected activity of students), cyclical (with control, self-control and mutual control), scattered (frontal) or directed (individual) and, finally, manual (verbal) or automated (with the help of educational tools).

The combination of these features determines the following types of technologies (by V. P. Bespalko-didactic systems):

1 Classical lecture teaching (control – open, scattered, manual);

2 Training with the help of audiovisual technical means (open, scattered, automated);

3 "Consultant" system (open, direct, manual);

4 Teaching with the help of a textbook (open, direct, automated) - self-study

5 The system of "small groups" (cyclic, scattered, manual) - group, differentiated ways of teaching;

6 Computer-based teaching (cyclical, diffuse, automated);

7 "Tutor" system (cyclic, directed, manual) - individual training;

8 "Program teaching" (cyclic, directed, automated), for which there is a specially prepared program.

In practice, there are usually various combinations of these "monodidactic" systems, the most common are:

* the traditional classical class-lesson system of Ya. A. Komensky, which is a combination of a lecture method of presentation and self-study with a book (didachography);

* modern traditional learning, using didachography in combination with technical means;

* group and differentiated ways of teaching, where the teacher has the opportunity to share information with the whole group, as well as to pay attention to individual students as a tutor;

* programmed teaching based on adaptive software management with partial use of all other types.

2. Classification of pedagogical technologies by V. T. Fomenko

Technologies involve activity-based educational process, traditional learning is rated as low-active, too contemplative, in contrast to which this technology is used. It involves several action plans:

* substantive action plan;

* external action plan;

* a curtailed or abbreviated action plan, i.e., "about yourself".

A technology that assumes the construction of the educational process on a conceptual basis. The conceptual base supposes:

* isolation of a single basis;

* identification end-to-end course ideas;

* identification of cross-subject ideas.

A technology that assumes the construction of the educational process on a large-block basis. Large-block technology (scientific work of N. Erdniev and V. Shatalov) involves a number of interesting didactic techniques; for example, combining several rules and definitions, which increase their information capacity.

A technology that assumes the construction of the educational process on a proactive basis. Classical didactics focuses on learning from the known to the unknown: it means go forward looking back. The new didactics, while not denying the way from the known to the unknown, at the same time justifies the principle of cross-activity of a teacher, using tasks, observations and experiments as varieties and elements of advance. The above is called an advance; it leads to effective preparation of students for perception of new material, activates their cognitive activity, increases learning motivation and performs other pedagogical functions.

A technology that assumes the educational process to be problem-based. Problem technology involves the disclosure of the way that will lead to problem knowledge. Therefore, student must leave a lesson with a problem. To ensure development, it is necessary to introduce educational process "in the zone of immediate development" (L. Vygotsky, L. Zankov). This is what problem-based teaching has. It presupposes the presence of a special, internally contradictory,

problematic content; but this is not enough for the teaching to become problematic. Problems with objective necessity should arise in minds of students through a problem situation.

A technology that involves construction of educational material on a personal-semantic and emotional-psychological basis. Personal and semantic organization of the educational process involves creation of emotional and psychological attitudes. The pedagogical tools of this technology include creation of emotional and psychological attitudes through vivid images. The technology involves creation of an emotional and psychological background on which the main content of the lesson is based; in a number of points it intersects with known methods: suggestion, immersion, brain storm.

A technology that assumes the construction of the educational process on an alternative basis. One of the rules of this technology is: present several points of view, approaches, and theories as true (while only one point of view, theory, or approach is true among them).

A technology that assumes the construction of educational process on a situational, primarily on a game basis. The gap between academic and practical activities that imitates reality is too large but it helps to fit educational process into the context of real life activity of children.

A technology that assumes the construction of educational process on a dialogue basis. The value of the dialogue is that the teacher's question evokes in students not only an answer, but a question. The teacher and the students act as equals. The meaning of the dialogue, therefore, is that t relations take place at the lesson and it is not only a question of knowledge, but also moral and ethical.

3. Classification of educational technologies (by G. K. Selevko)

The classification of Selevko G. K. does not quite satisfy the strict requirements of the unity of the bases, uniformity (row-by-row) and mutual exclusivity of objects and therefore requires further improvement. It can be used and serve as a basic technological approach and orientation in the world of educational technologies.Classification of educational technologies (by G. K. Selevko)

Basic classifications (the most significant aspects and features)	Technologies included in this group
According to the level and the way of the application	* metatechnologies (socio-pedagogical, general pedagogical); * macro technologies (industry-specific, private-methodological, subject-specific); * mesotechnologies (modular, local); * micro technologies (specifically personal).
According to philosophical basis	materialistic, idealistic, dialectical, metaphysical, scientific (technocratic), humanistic, naturalistic, pragmatic,

	existentialist, religious, anthropological, esoteric, cosmic, coevolutionary.
Methodological approach (defines the leading principles of pedagogical process organization and the activities of its participants)	humanistic, activity-based, system-based, personality-oriented, group-based, knowledge-based, situational, algorithmic, sociocultural, informational, naturalistic, differentiated, value-based, search-based, environmental, valeological, task-based, practice-oriented, research-based, deterministic, communicative, manipulative, integral, individual, competence-based, strategic, creative, synergetic, diagnostic.
By the leading factor of mental development of an individual	biogenic, sociogenic, psychogenic, idealistic.
According to the scientific concept of teaching upbringing and socialization processes	associative-reflexive, activity-based, developing, interiorizing, behavioral, gestalt technologies, neuro-linguistic programming technologies, suggestive, psychoanalytic, genetic, socioenergetic, etc.
By the main orientation on the spheres and structures of the individual	information (formation of knowledge, skills, abilities based on science); operational (formation of mental actions); emotional-artistic and emotional-moral (formation of the sphere of esthetic and moral relations); self-development technologies (formation of self-governing mechanisms of the individual); heuristic (development of the sphere of creative abilities); practical (formation of the effective-practical sphere); health-saving, etc.
According to the content and structure	secular and religious; general education and professional-oriented, humanitarian and technocratic, valeological and environmental, various industrial (private-subject), monotechnologies, complex (polytechnic) penetrating technologies
By the main type of socio-pedagogical activity of subjects and objects of educational process(pedagogical activity in training (didactic), in some cases, it is inseparable from psychological, social, medical, cultural, etc.	educational, developing technologies; technologies of pedagogical support (guiding); technologies of rehabilitation; technologies of pedagogical assistance; technologies of socialization (adaptation, mechanization, social hardening); management (diagnostics, monitoring, compensating).
According to the type of educational process management (by V.P. Bespalko)	classical traditional, class-based lecture training (management-open, scattered, manual); modern traditional training with the help of a text book (cyclic, directed, manual), i.e. independent work; training with the use of lectures, books and audiovisual technical means; the system of "small groups" (cyclic, scattered, manual); the system of "consultant" (open, directed, manual); the system of "small groups" (cyclic, scattered, manual); the system of "consultant" (open, direct, manual); "tutor " (cyclic, directed, manual); computer-based programmed learning (cyclic, directed, automated); self-learning (self-management). In practice, various combinations of these

	"monodidactic" systems are usually used
By the ways and methods of teaching and upbringing,	dogmatic, reproductive, explanatory and illustrative, force, free choice, programmed education, problem, search, research, development, self-development, group, collective, information, dialogic, communicative, interactive, game, work, creative, art technologies, etc.
According to the organizational forms of educational process.	traditional class-based (lecture-seminar), academic and club, individual, group, collective, open and closed, differentiated training
By modern means of teaching and upbringing.	verbal (audio), visual (video training), audiovisual, programmed, electronic-learning, computer, telecommunications, remote, satellite, and action-practical (various).
According to the direction and content of those modernizations and modifications to which they are subjected	traditional class-based (lecture-seminar) pedagogical system pedagogical technologies based on the humanization and democratization of pedagogical relations; pedagogical technologies based on the activation and intensification of students ' activity (game technologies, problem-based learning, etc.); pedagogical technologies based on the effectiveness of the organization and management of the learning process (programmed learning, technologies of differentiated learning, technologies of individualization of learning, etc.); pedagogical technologies based on methodological improvement and didactic reconstruction of educational material pedagogical technologies based on strengthening social and educational functions of educational institutions (adaptive school technology, health-saving technologies, etc.); pedagogical technologies based on modern information and telecommunications means; technologies based on strengthening social and educational functions of education; alternative technologies (nature-like, technologies of free education, Waldorf pedagogy, technology of authorized education, etc.)
By the category of pedagogical objects	technologies for various pedagogical objects that differ in age, social status, abilities, health, etc.

4. Classification of teaching technologies by A. Ya. Savelyev

1. Traditional technologies.
2. Innovative technologies.

By the direction of the action:

Learning technologies:

- pupils,
- students,
- teachers, tutors,
- industry employees,
- statesmen.

By learning goals.
Several learning goals can be used in the learning process.
By the subject environment for which this technology is developed:
- for the humanities,
- for natural science,
- for technical disciplines,
- for general professional disciplines,
- for special disciplines (specific name of the subject).
By the technical means
- audio-visual,
- video equipment,
- computer system,
- video computer system,
- mass media, etc.
By the organization of educational process:
- individual,
- team,
- mixed.
According to the methodological problem:
- single subject technology,
- single tool technology,
- single method technology,

5 Classification of training technologies by E. V. Rudensky

1. Functional (didactic) learning technologies.
They are divided into 4 groups:
1. Pedagogical technologies of learning:
- technology of collective mutual learning,
- technology of full assimilation of knowledge,
- multi-level learning technology,
- modular learning technology.
2. Pedagogical technologies of upbringing:
- technology of socialization (building norms of behavior in society),
- technology of civilization, gaining culture,
- transpersonal technologists.
3. Correctional pedagogical technologies:
- technologies of sociocognitive correction (anomalies of upbringing),
- game corrections, etc.
4. Pedagogical technologies of management (in-school, in-university, other institutions):
- information technologies of reflexive management,
- goal-based management technologies,

- communication management technologies, etc.

2. TOOL TECHNOLOGIES:

- conflict-motivating technologies,
- computer pedagogical technologies,
- audio-pedagogical technologies,
- video teaching technologies.

3. TECHNOLOGIZATION OF PEDAGOGICAL TECHNOLOGIES

By 4 actions:

- actualization of the problem.
- problematization technique (identification of the problem)
- algorithmization,
- improvisation

Module 2.
The use of modern pedagogical technologies in the theory and practice of higher and additional education

Topic 4. Introduction of various technologies in the system of higher and additional education

1. Technologies for professional competencies formation of higher institutions' students.

Teachers can build their work so that the goal of teaching is achieved mainly in lectures and practical classes; practical skills – in a laboratory and practical classes, as well as during practice in educational institutions, courts and prosecutor's offices, medical clinics, enterprises and firms.

The effectiveness of teaching methods, according to Badmaev, depends on a clear awareness of the purpose of teaching and subordination of the entire set of methodological techniques to it.

Among the modern active teaching methods, V. Ya. Lyaudis identifies the following groups, the most interesting to use:

1)the method of programmed learning;

2)the method of problem-based learning;

3) the method of interactive (communicative) learning.

Methods of programmed learning involve reconstruction of traditional learning by clarifying and operationalizing goals, purposes, ways of solution, forms of encouragement and control of the subject knowledge content.

Methods of problem-based learning focus on the motives and ways of student's mental activity, as well as the procedures for its inclusion in a problem situation.

Interactive learning methods manage the process of learning through the organization of human interactions and relationships. Learning is considered a social, collective process.

Each of these methods uses its tools;

* in programmed learning - the dosed step of the program, the algorithm;

* in problem-based learning - a problem situation, types of problem situations, heuristic programs;

* in interactive learning, collective discussions, role-playing games, scripts of dialogues and polylogues between group members on a joint decision.

The use of methods of programmed learning in higher education institutions in modern educational and upbringing system is associated with a computer, which is a part of the system, including the teacher, the educational process, and ordinary means of teaching.

A personal computer allows you to:

• get reference information,

* improve communication skills,

• use design and combinatorial methods,

* apply multimedia.

The psychological component of the human-computer relationship is based on the following factors:

1. Mechanisms of perception and primary processing of information by a person.

2. The role of motivation and emotions in human-computer interaction.

3. The study of the perception of ambivalent images.

4. The emergence of patterns and the problem of sign systems formation

5. The hierarchy of sign systems.

6. Modeling the dynamics of human-computer interaction.

7. Test development, experimental research and model identification.

8. Modeling of new knowledge formation and the emergence of "insight" situation

2. Lecture form of teaching.

The purpose of a lecture is to form an indicative basis for the subsequent assimilation of educational material by students and to involve them in individual educational and research work.

The lecture in the educational process performs the following functions:

- informational (transmission of new information, educational material, scientific knowledge).

- orientational (science and future profession introduction, academic discipline acquaintance, scientific and practical problems setting that require further development).

- methodological (gives an idea of the methodology of science, methods and research practice);

- motivational and stimulating (motivation for independent study of the subject, research work, self-education and professional development);

- educational (understanding and acceptance of values; formation of worldview, relationships through the content of the material being studied, communication with the lecturer-teacher);

- developing (development of thinking, speech, memory, special abilities, etc.).

- explanatory, refers to the main scientific concepts of the topic, the theory or hypothesis being presented.

- persuasive- is carried out through the proof of the lecturer's statements.

- fascinating or inspiring, in addition to important and necessary scientific information for students, it should captivate them with ideas, interesting enough to inspire the serious and in-depth study of this science.

Content and structure of the lecture

1. Clear definition of the topic and the aim of the lecture.

2. Selection of lecture material, work on its content.

3. Didactic processing, which involves correcting the content of the lecture by the didactic principles of teaching in higher education.

4. Preparation of technical, including computer, learning tools, technical teaching tools, as well as didactic teaching tools (handout material, tables, diagrams, posters, reproductions, etc.).

5. Text design of the lecture. Depending on experience, pedagogical skills, as well as the available educational and methodological support for the discipline, teachers develop a lecture plan; a lecture summary; the text of the lecture.

Traditionally, a lecture consists of an introduction, the main part, and conclusions. Each lecture should:

- represent a complete whole
- have a link to the previous material;
- prepare the audience for the next topic.

Evaluation of the lecture quality

The assessment of lecture quality is made up of evaluation of the following structural components: content, methodology, management of students ' work, individual characteristics of the lecturer, the effectiveness of the lecture.

The main didactic requirements for the professional lecturer-teacher are the following:

First of all, the lecturer must have a certain psychological culture.

Secondly, the lecturer-teacher must possess psychological means of influencing the audience such as:

1) Verbal means: voice (strength, pitch, sonority, timbre), intonation, the tempo of speech, pauses (logical and psychological)

2) Non-verbal means: pose, gestures, facial expression, gaze

Thirdly, the most important methodological requirement is put forward for the activity of a teacher conducting a lecture – the possession of a variety of compositional, speech and methodological techniques.

3. Methodological aspects of the preparation and conduct of the lecture. Lecture requirements

V. A. Popkov and A.V. Korzhuev put forward the following requirements for the organization of the lecture:

First, a bright, emotionally "presented" introductory part of the lecture is necessary.

Secondly, the lecture material should be carefully selected, and the lectures should not fully describe the entire course to be studied.

Third, at the beginning of the study of the course, it is necessary to conduct an introductory lecture, in which the structure and content of the volume of

material intended for study during the semester are presented in a concise, schematic form.

Fourth, when designing a future lecture, the teacher should: 1) focus not on themselves, but on their students, to predict the possible course of their thoughts and ts cognitive barriers that may arise in each specific educational situation; 2) to select such a method (methodology, technology) of presenting educational material that would most fully correspond to the peculiarities of students ' perception of information of various levels of complexity.

Fifth, it is necessary to "infect" the audience with the problem being presented, to create a specific emotional background for finding its solution, to use special "played" effects (for example, surprise at this or that unexpected result, admiration for the beautiful logic of the proof of a theorem, a generalized and concise conclusion).

Sixth, in the course of each lecture, it is necessary to make a succinct and at the same time a brief possible conclusion, which expresses the main idea of the above, as well as justifies the logical transition from the material already presented to the new information that will be assimilated at the next lecture.

N. M. Berulava groups the requirements for the lecture into six blocks:

1. To what extent the structure of the lecture, its content and teaching methods correspond to the set goals.
2. Whether the attention is activated during the lecture.
3. Whether the development and activation of memory is carried out.
4. Whether the students ' mental activity is activated.
5. The dominant psychological state of the students at the lecture.
6. The style of communication of the teacher at the lecture.

From the above, we can distinguish the main requirements for the lecture: the realization of the educational potential of the lecture, the scientific and informative nature of its content (modern scientific level); evidence and argumentation (the presence of a sufficient number of bright, convincing examples, facts, justifications, documents and scientific evidence); the connection of the lecture material with the life practice and future professional activities of students; emotionality of the presentation form, activation of attention and thinking of listeners; setting questions for reflection and involving students in a problem situation; clear structure and logic of disclosure of consistently asked questions; methodical processing of the lecture text (highlighting the main thoughts and provisions, emphasizing conclusions, repeating them in various formulations); presentation of the material in an accessible and clear language, explanation of newly introduced terms and names; use of audiovisual didactic, including computer, materials and tools. These requirements are the basis for evaluating the quality of the lecture.

4. Types and functions of lectures.

Classifications of modern university lectures

1.By the place of the lecture in the course:

- introduction;
- installation page;
- thematic (current);
- overview;
- generalizing;
- orientational
- conclusive (final).

2. According to the preferred form of study at the university:

- lectures at stationary learning;
- lectures during evening learning;
- lectures for distance learning;
- lectures within distance learning.

3. According to the frequency of communication between the lecturer and the audience:

- one-time lecture:
- thematic lecture;
- cycle lecture.

4. According to the methods of presentation of educational material:

- informative lecture;
- problem lecture;
- lecture-discussion;
- lecture-polylogue;
- lecture-visualization, including a lecture with computer support:
- lecture-consultation.

The classification of a lecture according to its place in the course of study has become widespread in the university practice of teaching: introductory, installation, thematic, overview, generalizing, orienting, and final.

The introductory lecture is an introduction to the study of an academic subject, it sets out the main objectives of the course, briefly describes its content, reveals the current level of development of this science and its future, offers basic and additional literature.

Installation lecture. Its goal is to help students master a particular academic discipline on their own.

Thematic, or current lecture. They systematically and in detail give individual topics of academic disciplines; the questions studied in the topics often correspond to test and examination questions.

A review lecture is usually given after studying the discipline at the final courses before the state exams; its purpose is to systematize the knowledge gained by students, summarize the material, more deeply consider some

methodological problems, work out those questions of the course that were not disclosed in the course of reading thematic lectures.

The generalizing lecture completes the study of a certain section (topic) of the discipline, while the previously considered material is generalized and systematized at a higher scientific and theoretical level and integrated with the knowledge gained by students in the course of individual work.

As a kind of generalizing lecture in the practice of teaching, the orienting and final lectures are distinguished. At the orientation lecture, the state of research on specific scientific problems is analyzed, various approaches and concepts to their solution are justified, additional literature on the issues under consideration is indicated, specific scientific and practical tasks are set for students to develop within the framework of the course and diploma projects.

The conclusive (final) lecture summarizes the results of the study of the entire course (special course), deepens and summarizes the previously acquired knowledge, logically systematizes all the educational material, reveals its professional orientation.

In a modern university, teachers, carrying out the educational process, turn mainly to such lectures, during which conditions are created for a more effective organization of independent work of students, namely: classical; problem; monographic; lectures-discussions; binary lectures, or " lectures together»;

lectures-provocations, or lectures with planned errors; lectures of audio-visualizations; lectures-press conferences.

A classical or traditional lecture- an explanatory and illustrative method of teaching is used.

Problem lecture: the teacher includes a series of problem questions in the outline of the entire lecture. Students are invited to reflect and find answers to them as they are set. The method of problem presentation activates students, promotes the development of their analytical thinking, the ability to conduct a discussion.

Monographic lecture. Its purpose " is to reveal a certain topic in one monograph of a fundamental nature, to show the vision of the problem through the eyes of a well-known scientist, researcher, teacher-innovator.

The lecture discussion is conducted on problems of a more complex, hypothetical nature, which have an ambiguous interpretation or solution.

A binary lecture ("a lecture for two"), or a lecture with an invitation from experts. A distinctive methodological feature of the binary lecture is the participation of two or three specialists-experts on the topic of the lecture.

A lecture is a provocation or a lecture with planned mistakes. The purpose of the lecture is to arouse students ' interest in the problems of the lecture, to activate their cognitive activity, to keep them in intellectual tension throughout the lesson, to develop attention and thinking. The teacher, preparing for the lecture, includes a certain number of errors of a meaningful or methodological

nature in its text, masks them so that it is difficult for students to recognize them.

The lecture is an audio-visual presentation. To give such a lecture, the teacher must re-design, re-encode the educational material on disks or cassettes. In the course of the lecture, the teacher, relying on audio-visual materials, makes detailed comments on them and enters additional information on the topic of the lecture.

The lecture-press conference involves the following scheme: after announcing the topic of the lecture, the teacher asks students to ask him written questions on this topic. Within two to three minutes, students formulate the most interesting questions and pass them to the teacher, who sorts the questions by the content within three to five minutes and begins the lecture. The lecture material is presented not in the form of ready-made answers to questions, but as a coherent text, in the process of presenting which important provisions, problems and ways of solving them are formulated. At the end of the lecture, the teacher summarizes the results, analyzes the questions received and clarifies the students ' opinions about the information they received during the lecture.

5. Selection and structuring of the lecture material. Writing a lecture lesson outline. Organization and style of presentation of the lecture material. Stages of preparation for the lecture. Preparation of the presentation.

The introductory part of the lecture

The first idea of the lecture is already contained in the topic. It should be brief, express the essence of the main idea, and be attractive in form. It is advisable to indicate here the importance of this topic for the subsequent assimilation of knowledge and the development of students ' personality, for future professional activities.

Then you can tell the purpose of the lecture and its plan.

The introductory part of the lecture usually takes 5-7 minutes.

The main part of the lecture

The transition to the presentation of the first question, as a rule, should be preceded by a pause. This psychological pause allows the audience to feel and realize the importance and significance of the material being studied and prepare for its perception.

At this time, the lecturer can check whether all the listeners are ready for the lecture (poses, facial expressions, conversations). Noticing students who are not ready for perception, experienced teachers say a short mobilizing phrase, stop looking at the negligent, less often-call the last name, first name and do not waste time on long remarks.

Speech. The oral speech of the lecturer plays an important role in the process of reading the lecture. Its clarity, accuracy, emotionality, and imagery

largely determine the understanding and assimilation of educational material by students.

An important sign of the lecturer's skill is speech.

According to scientists, the optimal speed of reading a lecture is no more than two words per second.

Nevertheless, the lecture should be dynamic. What is important, basic, essential, is pronounced more slowly, intonation is emphasized and repeated if necessary. This allows students to write down exactly the essential and important information.

An essential feature of speech is its volume. Too loud speech tires the nervous system of listeners leads to exhaustion and even a temporary loss of efficiency. On the contrary, quiet speech has a lulling effect, causing boredom.

Oral speech, in addition to the sounds, includes intonation, logical accents and pauses. By these means, the teacher expresses an emotional attitude to the educational material, its significance for students and himself.

Non-verbal components of the lecture

An experienced lecturer makes extensive use of non-verbal means in communicating with the audience. These are facial expressions, gestures, pantomime, etc.

Conclusion

Usually, 5-7 minutes are enough for the conclusion.

At the end of the lecture, the teacher answers the questions of the audience, summarizes the results, gives methodological instructions for independent work, comments on the proposed literature.

6. Conducting a lecture. Techniques for stimulating the cognitive activity of students at the lecture. Typical mistakes of a psychologist-lecturer.

To make the speech dialogized, the following techniques are the most often used:

1. The development of thought is carried out through the thesis and antithesis to the synthesis at a new level, i.e., opposing points of view are expressed, and a new point of view is given, which can take into account the previous ones.

2. Embedding the listeners ' past experiences in the system. If there is knowledge, it is related to the new material, if not, the listener is aware of the need to have it. (For example: "It is not a secret for you...").

3. The speaker himself poses the problem and solves it himself.

4. The question-and-answer form introduced in the monologue, the dialogue of the speaker with himself.

5. Use of personal pronouns and second-person verbs.

6. Colloquial characteristics of the syntax of oral public speech, which can include the following: the predominance of simple sentences over complex ones (approximately 60% to 40%); complex sentences have a clear structure, mainly with one less often with two subordinate clauses; the rare use of short adjectives and participles, the use of their full forms.

7. Changing psychological roles (using models like " Maybe not all of you agree with me, so...").

8. Personification of the message, which involves expressing one's attitude to facts and generalizations, presenting personal experiences related to the subject of the presentation, addressing the audience in the first person, expressing personal assessments and preferences.

9. Figurativeness, illustrativity of speech.

10. Imitation of momentary creativity ("I just remembered...", " that's what I just thought...", "but this is amazing...").

11. Comparison of opposite opinions.

12. When repeating the main thoughts, change their wording, methods of presentation.

I3. Introduction to the communication pragmatic statements.

The following types of pragmatic statements are distinguished:

1. Compositional statements. They help to navigate presented material, in the structure of the message. These statements help to keep in the memory of the listeners the scheme of the report, the speech, and serve as a kind of" framework " (plan) of the material presented.

2. Generally accepted statements (formulas of social etiquette).

They include the forms of greetings, farewells, apologies, and thanks. They are used in the message to establish and maintain contact with listeners.

3. Evaluative-emphasizing statements. They regulate mental activity of the listeners, their perception of the presented material and its memorization, stimulate the attention of the audience. With the help of these statements, the most significant, important parts of the material are highlighted.

4. Personalized statements. These include statements with the use of the personal pronoun "I", as well as the use of quotations, statements of various people in the form of the first person in direct or indirect speech.

5. Reflexive statements. These include anticipating actions, questions, and difficulties in the perception and understanding of the message by the listeners. they perform the contact function.

6. Addresses that call the name of the addressee of the speech. These include «guys", "comrades", "friends", addresses by name.

7. Engaging statements. Statements of this type involve the audience in the action, in the narrative. They can be of two varieties:

a) identifying involving statements, which are characterized by the use of the pronoun "we".

b) statements that involve the audience. These include statements describing certain states and actions of the audience that occurred in the process of explaining the material.

8. Motivational statements. Their goal is to activate and regulate the activities of the audience, each listener. They also come in two types: encouraging activity and inhibiting activity. Among the motivational statements that call for activity, we can distinguish two varieties:

a) statements. calling for the joint activity of the speaker and the audience

b) statements that call for the activity of only listeners.

9. Interrogative statements. Their goal is to directly or indirectly activate the intellectual activity of the listeners.

In the speech, it is necessary to learn to use non-verbal forms of information transmission – gesture, facial expressions, pantomimic movements.

Of the nonverbal gestures, the most common are the following:

1. Pointing gestures (determine the location of the object in space).

2. Visual (give an idea of the shape, properties, and size of objects).

3. Emotional (convey feelings, attitudes to various objects, phenomena, events, and other people).

4. Underscores (used to highlight individual statements of speech, conclusions, outcomes).

5. Adaptive (rhythmically accompanying speech, gestures of confusion, uncertainty, doubt, etc.).

In the speech, it is necessary to use some methods of attracting attention.

Typical mistakes of a psychologist-lecturer (analysis and recommendations):

- Frequent use of complex psychological terminology
- Demonstration of the manner of a scientist-psychologist at a lecture on practical psychology
- Demonstration of psychological arrogance at a lecture
- Demonstration of the mentoring position (mentor (on behalf of the character "Odyssey" mentor-educator Telemachus, son of Odysseus), mentor, educator)
- Reading a lecture in a descriptive manner
- Inefficient organization of lecture material

7. Seminar class in psychology as a dialogical form of teaching.

The main purpose of the seminars is to use theoretical knowledge concerning the peculiarities of the studied subject.

The main forms of seminars can include the following:

Practical seminars, where students discuss various options for solving practical situational problems, putting forward psychological positions as

arguments. The assessment of the correctness of the decision is developed collectively under the guidance of the teacher.

Seminars-discussions are usually devoted to the discussion of various methods of psychological research to the needs of the practice, in the process of which students understand the techniques and methods of studying the psychological characteristics of specific people (children and adults) with whom they will have to work.

8. Preparation of the teacher for the seminar. Summary of the seminar session. Peculiarities of preparing students for a seminar class.

Preparation of the teacher for the seminar

First of all, the topic is formulated, its aim is determined.

Then the form of the seminar is chosen by the goals set and the nature of the information.

After that, a plan is made, which indicates the issues for discussion, literary sources with pages indicated.

The recommended literature should be selected taking into account the novelty (preferably new), volume, complexity of the text, and accessibility in the search. It is advisable to use textbooks and various methodological manuals.

It is useful to formulate performance evaluation criteria together with a time indicator.

It is advisable to prepare questions to control learning and additional material that will be new and interesting for students.

For each question of the plan, it is advisable to prepare a summary, i.e. briefly formulate the information for writing in students ' notebooks.

The plan is then provided in writing to the students. It is advisable to give students methodological recommendations for preparing for the seminar.

After the seminar, it is useful to analyze its effectiveness to avoid the same mistakes in the future.

You can not turn a seminar into a simple repetition of lecture material with cumbersome and boring reports that represent an elementary reproduction of information.

9. General principles and approach to the development of learning tasks for practical classes. The specifics of practical classes in psychology.

Practical class is a unique form of implementing the connection between theory and practice, forming the ability and skills to apply knowledge.

In practical classes, students perform one or more practical tasks under the guidance of a teacher.

The didactic purpose of practical classes is the formation of students ' professional, practical skills necessary for the study of subsequent academic disciplines.

Principles of organizing and conducting practical classes:

1. The scientific principle
2. The principle of connection between the theory and practice
3. The principle of systematic and consistent presentation
4. The principle of visibility
5. The principle of educative learning
6. The principle of individualization and differentiation of training
7. The principle of taking into account age characteristics

Practical functions:

1. Education
2. Upbringing
3. Developing
4. Control
5. Systematization
6. Deepening and expanding knowledge, skills and abilities of students.

The structure of practical class:

1. Organization of the start
2. Setting goals and tasks
3. Updating of theoretical knowledge
4. Safety instructions (if necessary)
5. Introduction the methods of recording the obtained results
6. Practical work
7. Checking the results of practical work
8. The result

The content of practical work:

* Study of normative documents and reference materials, analysis of documents, execution of tasks with their use;

* Analysis of production situations, solving specific production, economic, pedagogical and other tasks taking management decisions;

* Solving various problems, calculating and analyzing various indicators, composing and analyzing formulas, equations, reactions, processing the results of multiple measurements;

* Study of the structure of machines, devices, tools, apparatuses, measuring mechanisms, functional schemes;

* Acquaintance with the technological process, development of technical documentation;

• Work on various machines, tools, devices, with measuring instruments; preparation for work, maintenance of equipment;

• Design according to a given scheme; assembly and disassembly of mechanisms, production of models of work pieces;

* Diagnostics of the quality of various substances, products, etc.

Classification of learning tasks

One of the well-known scientific classifications of educational tasks belongs to D. G. Dellingerova. It identifies 5 groups of learning tasks according to cognitive characteristics:

1) tasks for the reproduction of knowledge;

2) tasks for simple mental operations;

3) tasks for complex mental operations;

4) tasks involving generalization of knowledge and composition;

5) tasks for productive thinking.

Of particular interest is the classification of educational tasks of G. A. Ball (5). Depending on the cognitive operations that are used in solving the problem, there are 5 types:

1) perceptual (consider the drawing, find parts of the object, etc.);

2) mental (for comparing objects, for analysis, classification, etc.);

3) imaginative (figurative), if necessary, based on the available knowledge, to present and describe an event that occurred or could happen;

4) mnemic tasks (remember, recall.);

5) communicative tasks (tasks for establishing contact, maintaining and terminating communication, etc.).

If the classification of educational tasks is based on the goals of professional training, then two groups of educational tasks can be distinguished:

A) tasks, the purpose of which is to possess educational information;

B) tasks, the purpose of which is to acquire professional knowledge, skills and abilities.

Each task group may contain:

a) direct questions that require knowledge of the training material and the ability to recall it;

6) indirect questions that require reflection, which cannot be answered by simple recollection.; c) problems that require productive thinking.

It is advisable to use all types of tasks in the process of teaching psychology.

Forms of practical classes (seminars, laboratory and practical classes).

Practical classes are group classes that discuss practical situations that occur in the professional s activities

Forms of practical training:

1. Practice seminars

2. Discussion seminars

3. Laboratory classes

Practical seminars

Classes where students discuss various options for solving practical problems.

Seminars and discussions

Classes where different research methods are discussed to the needs of the practice.

Laboratory classes

Teaching students a research approach to the study of science, that is, the material heard in lectures is tested in research.

Life facts

The problems of science itself serve as the material for mental tasks. For practical training, such material will be the facts of life and the contradictions of everyday activities.

Laboratory classes. The main purpose is to teach students a research approach to the study of science.

Requirements for conducting laboratory classes

The lesson should not be cumbersome just theoretical interpretation of the facts obtained by the students. By studying methods and research approaches, students should also gain knowledge in theory.

The forms of group classes

provide a solution to a two-pronged problem: Gaining knowledge through the solution of educational tasks. Management of the process, clarification and correction by the teacher.

1. The specifics of a laboratory class in psychology. Forms of organization of students' work in laboratory classes. Ways to improve the efficiency of it.

Laboratory activity (from Latin labor, work) is a method of teaching, which is a type of independent educational activity, during which students conduct experiments, measurements, elementary studies that confirm the theoretical positions being studied.

The goal is experimental confirmation and checking of certain theoretical positions (regularities, correlations).

Laboratory work is aimed at solving the following educational tasks:

1. Generalization, systematization, deepening, consolidation of the obtained theoretical knowledge on

specific topics.

2. Forming of skills to apply the acquired knowledge in practice.

3. Development of intellectual skills of future specialists: analytical, design,

etc.

4. Development of such professionally significant qualities as independence, responsibility,

accuracy, creative initiative.

Basic functions:

1) Consolidation of theoretical knowledge in practice;

2) Getting the skills of research work;

3) Acquiring the skills of practical psychological work;

4) Application of theoretical knowledge to solve practical problems;

5) Self-discovery of a pupil or a student;
6) Self-development of a pupil or a student;
Organization and conduction of laboratory work
Lesson plan:
1) Extracurricular individual preparation of students for the lesson.
2) The teacher checks the theoretical readiness of students for the lesson.
3) Instructing students on their laboratory work.
4) Performing practical tasks.
5) Discussion of the results of the work.
6) Making a report on the work done.
7) The teacher's assessment of the completed tasks.
Typical tasks for laboratory classes
1. Demonstration experiment
2. Individual tasks.
3. Group tasks.
4. Experiment in pairs (subgroups).
5. Solving psychological problems.
6. Group discussion.
7. A business game that simulates professional tasks.
Requirements for conducting laboratory classes
1. Classes should not be cumbersome.
2. Theoretical interpretation of the test and other factors received by students, as well as qualitative and quantitative survey data is mandatory for the teacher.
3. The teacher should conclude the analysis not only about the possibilities of the research procedures but also about the content of the psychological phenomena that have become the objects of the research.
10. Organization and management of the educational discussion
Discussion is one of the main methods of interactive learning. Its advantage lies in the fact, as B.Ts. Badmaev emphasizes, that it allows students to maximize their mental activity, and is applicable to any form of classes – at a lecture, seminar, practical or laboratory lesson. But, unlike a lecture monologue, group classes manage to achieve the goal in the best way precisely through discussion, since it activates the students' thinking, directed by the teacher to the discussion of theoretical problems in order to obtain theoretical conclusions in collective reflection, the assimilation of which is the purpose of the lesson.
The structure of discussion as a mental (mental and speech) activity is as follows:
1) the purpose of the discussion is to solve the problem;
2) the means is to put forward hypotheses and test them in a dispute;
3) the result is a conclusion that will satisfy either all or most of the participants.

At the same time, the result of an educational discussion can be a deeper analysis and understanding of the "controversial" problem by all students, activation of their mental activity, awakening their interest in science, as well as the ability to conduct a discussion in a civilized framework, to participate in it intelligently, in compliance with all the "rules of the game". Speaking about the educational discussion, it should be emphasized that its main purpose is the assimilation of the topic by students, and the essence of the discussion is a clash of opinions.

At the same time, the teacher should know and take into account a number of regularities concerning the discussion:

– it is not the presence of thoughts that gives rise to a discussion, but the discussion generates new thoughts, different in content, activates reasoning, deploys them into a system of arguments and counterarguments;

– the quality of the seminar-discussion depends on the preparation of students and the methodical master of the teacher, on his ability to identify their knowledge, "talk" them, save them from the fear of making mistakes and tactfully correct erroneous opinions;

– the discussion at the training session is conducted not around the theory itself, but around the question of how to understand a well–known theory in relation to practice, how to apply it in real activity;

- the success of the discussion depends on the motivation of its participants (the transition from a business and competitive motive to a cognitive one);

– educational discussion does not guarantee against mistakes and misconceptions of the speakers, but, on the contrary, makes them the most noticeable and therefore accessible to reasoned discussion and correction.

Methodological requirements for the organization and management of educational discussion are:

– not to interfere with the clash of different opinions, a dispute (the main requirement);

– the optimal ratio between the breadth of coverage of the problems discussed in class (their number) and the depth of their analysis and assimilation;

– the statement by students of the fruits of their own reflections on the studied problems, conclusions from meaningful material, and not a formal verbal report on what they read;

– the involvement of inactive students in the discussion and, conversely, the restriction of those who like to talk without serious reflection on the topic under discussion, the problem;

– to use even erroneous, obviously incorrect statements in the interests of better assimilation of the material, making them the subject of discussion.

The general procedure for conducting a seminar session with a discussion, including the preparation stage of the lesson, is as follows:

1. Thinking over the purpose of the seminar on this topic (the end result: what knowledge should be learned more deeply and what skills will be practiced in the classroom).

2. Selection and formulation of seminar questions.

3. Formulation of the main questions of the seminar.

4. Formulation of additional questions to expand the discussion at the seminar.

5. Formulation of practical tasks (aimed at a deeper understanding of the theory through the analysis of practice and assimilation of those theoretical positions that are the subject of discussion at the seminar) to prepare students for the seminar.

6. Posing the main questions to the group.

7. Listening to speeches, questions and remarks of students, setting the next main and additional questions for discussion.

8. Interference in the course of the discussion in the form of remarks, comments, questions, amendments, additions and clarifications.

9. Summarizing the results of the seminar and setting tasks for the future.

10. Assessment of the degree of achievement of the goal.

11. Conclusions for the future (to study the next topic).

10. Discussion

The methodology of organizing and managing the educational discussion is the following sequence of actions of the teacher:

1. Introductory speech, which gives orientation in the topic of the lesson and the goal that both the teacher and the students will strive to achieve. It also briefly describes the procedure for conducting classes in the form of a free discussion.

2. Giving the floor in accordance with the seminar lesson plan to the first student (on a voluntary basis, not on call).

3. Listen carefully to the student's report (3-5 minutes), follow the content and logic of its construction. If the content of the speech departs from the question posed or is declarative (unsubstantiated, descriptive, "bookish"), does not contain the student's own thoughts, but is only a retelling of what was read in the book or heard at a lecture, then the teacher asks a question. For example: "Why do you think so?" or "What do your words have to do with the topic?", "What follows from this?" etc.

4. If the speaker does not find the right answer, then the question is addressed to the whole group and the floor is given to those who wish to speak.

5. If he also failed to answer the question exhaustively, then the speeches will continue until an answer is received to the question on the merits of the topic under consideration.

6. If the answers are not completely satisfied with the teacher, then he himself gives the full correct answer. And this answer, which is a clarification, systematization and generalization of what the students have just said in the discussion, is understood and remembered, which means that students learn it better than if they received it immediately in a ready-made form, without participation in the emergence of this generalizing conclusion formulated by the teacher. This is the secret of the effectiveness of discussion as an active method.

7. After discussing the first main question of the seminar plan, make a conclusion, then put the second main question and give the floor to one of the students.

8. After all the issues of the seminar lesson plan have been discussed or the lesson time has expired, to summarize: – to assess the degree of discussion of issues and the depth of their understanding and assimilation; – to evaluate the quality of students' speeches; – to give a task for further independent work on undeveloped issues.

Thus, the main thing in the methodology of organizing and conducting an educational discussion is the skillful management of it, in order, firstly, to create conditions for discussion, i.e. to arouse a desire to speak out; secondly, not to let the discussion that has arisen fade away, aggravate the situation of the dispute, to collide one thought with another, equally not indisputable; in-third, to direct the discussion in the right direction all the time, not to allow distraction from the topic of the lesson, to correct the speeches with your questions.

Topic 5. Active learning and teaching using ICT

1. Active learning , signs, methods

1. Active learning is a method of organizing the educational process, in which the whole focus is directed to the maximum involvement of students and their active participation in the course of the lesson.

This methodology is the complete opposite of a number of traditional forms of education, in which the teacher simply lectures or gives information in a way in which the students simply "dutifully" absorb it.

In active learning, the teacher = the coordinator who helps the students in every way and encourages them to be active and involved during the lesson. With this form of training, various techniques and tasks are used to involve students in the educational process and prevent them from remaining passive.

The goal of active learning is the maximum involvement of the student by the teacher, immersing him in the context of the lesson, creating from him a direct participant in his own learning.

Traditional forms of teaching often position the teacher as a classical expert in a particular field, and his task is simply to transfer his knowledge to students. With this method, students should absorb information like a sponge, no

matter how exciting it is. Students learn, but without explicit initiative and desire to be active in the lesson.

In active learning, the teacher uses different methods and techniques to engage students and make them partners in their own learning. The teacher transforms into a kind of "organizer" and creator of an exciting and exciting atmosphere in the classroom, provoking students to be active and interested in the topic under study.

Usually this task is solved by the development of various tasks and design work, on which students work together, learning the subject under study. The form of active learning requires a lot of effort from the teacher. He needs to plan the lessons and organize them so that every student in the class has the opportunity to be active.

In active learning, the format of group lessons is widely introduced - this approach allows students to try on the role of a teacher and, together with classmates, work on solving problems on the topic.

During such lessons, students are divided into small groups, each of which performs its own task. At the end of the lesson, each group presents the results of their work. This form of training allows the teacher to evaluate the work of each group and to ensure that the knowledge of all its members is consistent with the curriculum.

In another case, the teacher sees gaps in knowledge that need to be filled without overloading the students' heads with unnecessary information on the subject. After the groups have presented their work, cross discussion is arranged with all groups to finally make sure that all students understand the topic of the lesson.

Active teaching methods are built according to the "teacher = student" interaction scheme. From the name it is clear that these are methods that imply the equal participation of the teacher and students in the educational process. That is, children act as equal participants and creators of the lesson.

The idea of active teaching methods in pedagogy is not new. The founders of the method are considered to be such renowned teachers as J. Comenius, I. Pestalozzi, A. Disterweg , G. Hegel, J. Rousseau, D. Dewey. Although the idea that successful learning is based primarily on self-knowledge is still found among ancient philosophers.

Signs of active teaching methods

- activation of thinking, and the student is forced to be active;
- long time of activity - the student does not work sporadically, but throughout the entire educational process;
- independence in the development and search for solutions to the assigned tasks;
- motivation to learn.

Classification of active teaching methods

The most general classification divides active methods into two large groups: individual and group. More detailed includes the following groups:

- Discussion.
- Game.
- Training.
- Rating.

Active learning methods and techniques

In the learning process, the teacher can choose either one active method or use a combination of several. But success depends on the consistency and ratio of the chosen methods and tasks.

Let's take a look at the most common active learning methods:

- **Presentations** are the simplest and most accessible method to use in the classroom. This is a demonstration of slides prepared by the students themselves on the topic.
- **Case technologies have** been used in pedagogy since the last century. It is based on the analysis of simulated or real situations and the search for a solution. Moreover, there are two approaches to creating cases. The American school offers the search for a single correct solution to a given problem. The European school, on the contrary, welcomes the versatility of solutions and their justification.
- **Problem lecture** - unlike the traditional one, the transfer of knowledge during a problem lecture is not passive. That is, the teacher does not present ready-made statements, but only raises questions and identifies a problem. The rules are deduced by the students themselves. This method is quite complex and requires students to have some experience of logical reasoning.
- **Didactic games** - unlike business games, didactic games are strictly regulated and do not imply the development of a logical chain to solve a problem. Play methods can also be attributed to interactive teaching methods. It all depends on the choice of the game. So, popular travel games, performances, quizzes, KVN are techniques from the arsenal of interactive methods, since they involve the interaction of students with each other.
- **Basket method** - based on simulating a situation. For example, the student should act as a guide and take a tour of a history museum. Moreover, his task is to collect and convey information about each exhibit.

2. The method of teaching using ICT is a set of actions of the teacher to transfer educational information to the student and manage its perception, understanding, memorization and correct use using information and communication means. In this case, ICTs play the role of a didactic "amplifier" of teaching efficiency by providing additional opportunities for the manifestation of communicative abilities and certain qualities of the student (expanding the boundaries of the volume and operational content of thinking, representation, imagination, foresight, etc.) in the process of their targeted direct (spontaneous) or indirect development.

The method of using ICT in teaching is a set of teacher's actions (choosing the forms and methods of transferring educational information, modeling the

educational process, etc.) based on information and communication means to achieve didactic goals in accordance with diagnosed psychological and pedagogical situations. The usefulness and necessity of using ICT in education is considered a priori.

It is necessary to distinguish between the concepts of "method of using ICT by a teacher in teaching" and methods of using ICT by students in learning.

The method of using ICT in learning is the activity of the student and the student, based on the elements of these technologies and undertaken to solve cognitive and (or) educational tasks.

Along with the above definitions, we propose an interpretation of the term method of teaching the use of ICT, which means the actions of a teacher and trainer in broadcasting, processing and assimilating educational material about information and communication tools and their potential for solving educational (personal, semantic) and cognitive (for example, practical ori- of oriented) tasks. In this vein, ICTs act as a subject of study, the educational goal of which, however, is not limited to mastering the "technical" component, but also includes the formation of skills for researching the communicative and developmental capabilities of information and communication technologies.

In order for the substantive activity to be carried out qualitatively, it is necessary to rank the same objects on different grounds, which should provide options for the selection of the required class of methods in a wide range of goals. Therefore, highlighting general methods as structural components of the ICT exploitation methodology in education (for more details see), let us turn to the concept of their classifications, which will allow us to structure the educational process and describe these methods, build their combinations and complement them, resorting to generalization or concretization ...

1. In accordance with the nature (type) of trainees' work with information using ICT tools, teaching methods are divided according to the goals of the trainees:

a) obtaining (searching) information;

b) storage of information;

c) its collection;

d) processing of information for its further use.

The implementation of these goals requires the formation of appropriate skills, which will be the basis of competence in the field of ICT when operating with educational information.

The nature of the student's work with information Methods of teaching activities with information Methods of teaching using ICT Methods of using ICT by students in the student and :

- obtaining (searching) teaching search providing knowledge for searching subject information mastering the skills of searching for educational information;

• storage training storage broadcasting of subject knowledge for storing information development of skills for storing educational information;

• collection training collection formation and correction of knowledge on the collection of subject information development of skills in collecting educational information;

• processing (reading, comprehending, rearranging , memorizing) training in information processing in order to make sense of it formation of knowledge about processing subject information acquisition of skills in processing educational information.

2. **ICT Learning**

Teaching methods can be classified depending on the purpose of including ICT in the educational process. In general, their functional difference comes down to either obtaining information or transforming it. ICT as a means of searching, transferring, storing and transforming information can be used:

• in the activity of the subject of the pedagogical field for the acquisition of knowledge and the formation of skills;

• in the application of knowledge and for the development of skills;

• as a tool for processing and changing information in the assimilation of knowledge and the formation of skills and abilities;

• when creating new knowledge and constructing methods of activity and objects;

• as a tool for processing and changing information when creating new knowledge, constructing objects and methods of activity.

Gamification is a technology for adapting game methods to non-game processes and events for greater involvement of employees / participants in the process. Why introduce gamification into business, production? The need for new methods of motivation arose due to the fact that the old schemes of reward stopped working. Praise, rewards, fear of punishment - the carrot and carrot methods are not nearly as effective. Especially in relation to generation Y - young people 18-27 years old, who are more accustomed to gamification - that is, passing stages, tasks, improving the level. Old motivational schemes don't work on them. The competitive moment works.

3. Gamification in teaching psychology

Gamification is used in :

1. Education. Today, from kindergarten to graduate school, the principles of gamification are being introduced into the educational process. For example, homework is not just a boring “must” to do, but a level that is interesting to pass in order to receive a reward or a pass to a new quest. In general, the use of quest methods in education, when students do not just cram the material, but try to

solve some riddle, puzzle - significantly increases the level of knowledge due to involvement.

2. Business, sales. There are many options to gamify boring negotiations and entice customers to buy products with interest. For example, getting a discount can be arranged in the form of a quest, and a sale can be arranged in the form of a game.

3. Personnel Management. Gamification helps to build relationships in the team, which means increase the productivity of work. Play is one of the ways to increase employee motivation. Hiring new specialists can also be done in the form of a game. For example, a "newbie" goes through various levels, where he gets to know the company, passes interviews, tests. And if he has reached the top level, then the probability of winning - being hired - is high for him.

4. Marketing. In this area, gamification solves two problems - user acquisition and retention. To increase interest in the project must be present: status, new content and free products. Moreover, gratuities are not as valuable as status. Within the framework of the game concept, this is a higher level, awards, membership in a group or clan. To keep customers on the site longer, they use the principles of additional activity. For example, a credit institution's website hosts a calculator for calculating interest, contributions, and payment terms.

Gamification operates on four main principles:

Motivation. This is the foundation on which any game principle is based. People involved in gamification must want to interact with each other. How can this be implemented in a team with a “bad” corporate culture? Here you need to turn to professionals, but the simplest options for motivation are encouragement, status. If communication is carried out in an external environment, for example, with clients, the motivation can be service, comfort, or a free product.

Discovery and encouragement. While implementing the principles of gamification, it is important to maintain the desire of employees to create new, unexpected content. It doesn't matter in what area it finds application - within the company, in working with clients, the principles of remuneration. By opening new levels, the involvement of the participants will grow. This is what is needed to transform the company into a “living” team.

Status. Every person, be it a client or an employee of the company, needs to be recognized for his own worth. How to show it? Gamification suggests doing this through the status principle. Surprisingly, even the award does not motivate people to work with enthusiasm, as receiving the gratitude of the team, management.

Reward. Adherents of gamification believe that the principle of reward is the best tool for new technology. It increases the involvement of participants in the process, but it is very important that the prize is interesting to the player. Why did the traditional "carrot" in the form of praise or a prize stop working as a motivation? It's simple - if the employee has a good salary, he

knows his "+", then this bonus is pleasant to him, but not interesting. Such a worker's eyes do not shine.

Gamification helps to solve the issue of motivation in a new, non-standard way.

An example of the distribution of status and awards in different organizations. In a company with a salary of 100,000 rubles or more, the status and attention of the management is valued higher than the premium. In low-income firms, it is much more enjoyable to receive an award than to admire your photo on the honor roll.

The principles of gamification should be used in this order:

Motivation and interaction - interesting content - we encourage you to get status, respect is a reward for the achieved result.

Application of gamification

Why is it beneficial to use gamification in non-gaming areas? There are three reasons for this:

1. Involvement. Gamification helps to create systems of employee motivation, customer acquisition and retention that can be easily integrated into the business processes of any company. Psychologically, games release the pleasure hormone through the enjoyment of victories, accolades, and rewards. So, connecting the principles of gamification, you can turn routine, work into an exciting quest. Gamification motivates people to solve complex problems of the company, play sports, eat healthy food, and protect nature.
2. Experiment. Gamification is not a frozen dogma, but a mobile system with the ability to complete a level again if it does not work out. This is in contrast to the usual carrot-and-stick system, where mistakes are inevitably followed by punishment, up to and including dismissal. In Japanese corporations, employees who have made unsuccessful attempts to solve a company's problem are never kicked out, since this person has already gained experience and will not make a mistake again.
3. Result Gamification works. This has already been proven by the world's leading corporations such as Microsoft, Nike, American Express and Samsung.
4. At the very least, you should try the new technology in your own company.

Topic 6. Technology of learning in collaboration

1. The concept of Communication technologies.

Socio-communicative technology is based on a specific plan (program of action) purposeful systemically organized activity to manage the communication of a social subject, aimed at solving a socially significant problem.

Applied definition of socio-communicative technology: socio-communicative technology is a systemically organized set of operations, structures and procedures based on a program (plan) that ensure the achievement of the goal of a social subject through controlled social communication.

As in every social technology in a broad sense, the object of social and communication technology is social space and social time, which are managed through purposeful systemically organized social communication.

This refers to all four dimensions of social space, which were discussed above - process-structural, level, subjective and normative-value, as well as all potentially possible dimensions of social time.

In a narrow applied sense, the object of socio-communicative technology is the subconsciousness, consciousness and behavior of social subjects (all components in the aggregate, their specific combination or each separately), which are controlled through a purposeful systemically organized social communication.

The subject of social and communicative technology is a purposeful systemic process of managing social space and social time organized on the basis of social communications to solve a certain socially significant problem.

Thus, social communication itself as a process within the framework of the developed methodological approach is neither an object nor a subject of social and communicative technology. This is a tool, a means by which people's consciousness and behavior are controlled to solve socially significant tasks. But at the same time, since this tool itself has a complex structure and complex nature, within the framework of communication technologies of different types, social communication as a whole and its individual components can and do act as objects of management.

The social actors that implement SCT can be::

* social communities (as a rule, communities of the classical type – social groups);
* social organizations;
* social institutions

Conditions of SK-technologization:

* the SK-technologization object has a complex internal structure, a set of elements and connections between them;
* the subject of SC-technologization is more or less aware of the internal structure of the object, the characteristics of the connections between the elements and the laws of its functioning as a whole;
* the subject of SK-technologization is able to build a model of the object and on this basis formalize the processes occurring in it, presenting them in the form of procedures, operations and indicators. The most common signs of SK-technologization:
* purposefulness;

* structuring, delineating, dividing an object into elements, operations, stages, stages, phases;

* coordination and phasing of actions;

* unambiguous execution of procedures and operations.

SCT, like any social technology, always represents a certain reproducible technological cycle – a final sequence of procedures and operations.

2. Types of communication technologies

Means of information and communication technologies are software, software, hardware and technical means and devices that operate on the basis of microprocessor, computer technology, as well as modern means and systems for transmitting information, information exchange, providing operations for the collection, production, accumulation, storage, processing, transmission of information and the ability to access information resources of local and global computer networks.

The most commonly used ICT tools in the educational process include:

* 1) electronic textbooks and manuals displayed using a computer and a multimedia projector;

• 2) electronic encyclopedias and reference books;

• 3) simulators and testing programs;

* 4) internet educational resources;

* 5) DVDs and CDs with paintings and illustrations;

* 6) video and audio equipment;

* 7) research and development projects;

* 8) interactive whiteboard.

Methodologists distinguish several classifications of ICT tools. According to the first classification, all ICT tools used in the education system can be divided into two types: hardware (computer, printer, scanner, camera, video camera, audio and video recorder) and software (electronic textbooks, simulators, test environments, information sites, Internet search engines, etc.).

The breakthrough in the field of ICT, which is currently taking place, forces us to reconsider the issues of organizing information support for cognitive activity. Thus, the second classification of ICT tools allows us to consider the possibilities of using information technologies in educational activities: [5]

* 1) to search for literature on the Internet using browsers such as Internet Explorer, Mozilla Firefox, etc., various search engines and programs for working in online mode (Yandex.ru, Rambler.ru, Mail.ru and work with it (abstracting, taking notes, annotating, quoting, creating slides-presentations in online mode);

• 2) for working with texts using the Microsoft Office core application package: Microsoft Word allows you to create and edit texts with graphic design; Microsoft Power Point allows you to create slide presentations for a

more colorful presentation of material; Microsoft Excel allows you to perform calculations, analyze and visualize data and work with lists in tables and on web pages; Microsoft Office Publisher allows you to create and edit booklets, brochures, etc.;

• 3) for automatic translation of texts using translation programs (PROMTXT) and electronic dictionaries (AbbyLingvo7. 0);

• 4) for storing and accumulating information (CD -, DVD-disks, Flash-disks);

• 5) for communication (Internet, email, Skype, Hangout, etc.);

• 6) for processing and playing graphics and sound (Microsoft Media Player, zplayer, CorelDRAW image viewer, PhotoShop), programs for creating diagrams, drawings and graphs (Visio, etc.).

These ICT tools create favorable opportunities in foreign language lessons for the organization of independent work of students. They can use computer technology both to study individual topics and to self-monitor the knowledge gained. Moreover, the computer is the most patient teacher, able to repeat any tasks as much as necessary, achieving the correct answer and, ultimately, automating the skill being worked out.

Multimedia presentations are widely used by almost all teachers. They are convenient for both the teacher and the students. With basic computer literacy, you can create original educational materials that engage, motivate and target students for successful results. The educational potential of multimedia presentations can be effectively used in AI lessons to provide visual support for speech learning.

The advantages of multimedia presentations are as follows [7]:

* - a combination of a variety of text audio and video views;

• - the possibility of using the presentation as an interactive, multimedia whiteboard, which allows you to more clearly semanticize new lexical, grammatical and even phonetic material, as well as to provide support for teaching all types of speech activity;

• - the ability to use individual slides as handouts (supports, tables, charts, graphs, diagrams);

* - activate the attention of the entire class;

* - ensuring the effectiveness of perception and memorization of new educational material;

• - monitoring the assimilation of new knowledge and systematization of the studied material;

* - a combination of classroom and extracurricular independent work of students; saving educational time;

• - the formation of computer multimedia competence of both teachers and students, the development of their creative abilities in the organization of educational work.

3. Technology of learning in cooperation.

Among the variety of new pedagogical technologies aimed at implementing a personality-oriented approach in teaching methods, the technology of learning in cooperation is of interest. This technology is aimed at creating conditions for educational interaction of a certain number of students in order to jointly assimilate educational material.

"To cooperate is to work, to act together, to take part in a common cause." Groups are given a task that they jointly perform, helping each other. Various techniques are used for the primary assimilation of new material. The technology of cooperation is based on cooperation, co-creation of participants in the pedagogical process.

Learning in collaboration, learning in small groups refers to the technologies of the humanistic direction in pedagogy. The main idea of this technology is to create conditions for active joint learning activities of students in different educational situations, creating conditions for the development of students ' ability to learn new experiences, involving them in search, group or collective activities. If, in such cases, you combine the children in small groups and give them a common task, specifying the role of each student of the group in the performance of this task, then there is a situation in which everyone is responsible not only for the result of their work, but for the result of the entire group.

The main idea of learning in collaboration is to learn together in a group, and not just do something together. Students are assigned a task (goal) that they can achieve only through joint efforts. To solve a common problem, each student of the group has only a part of the general information.

There are many different options for learning in collaboration. In the classroom, you can diversify these options, but a prerequisite is a clear, consistent observance of the basic principles of learning in cooperation:

- groups of students are formed by the teacher taking into account the psychological compatibility of children. At the same time, each group should have strong, medium and weak students, girls and boys. If the group in the classroom works smoothly, amicably, there is no need to change its composition;
- the group is given one task, but when performing it, the roles are distributed among the group members;
- the work is evaluated not by one student, but by the entire group, the signatures of the group members under each submitted work are mandatory (i.e. the assessment is put one for the entire group);
- the work of all students is evaluated and it is important that it is not so much the knowledge as the efforts of students that are evaluated. At the same time, in some cases, it is possible to give students the opportunity to evaluate the results of their work themselves;

- the teacher chooses the student (s) of the group who should report for the task. It may also be a weak student.

4. Features of the use of communication technologies in teaching

One of the requirements of the new state educational standard is the introduction of information and communication technologies in the educational process. In this regard, there was a need for a new training model based on modern information technologies.

The 21st century is the age of high computer technologies. Computer technologies have penetrated into all spheres of human activity. Today, the use of information and communication technologies in the education system is becoming necessary. The modern student lives in the world of electronic culture. The role of the teacher in the information culture is changing, he should become the coordinator of the information flow. A teacher who keeps up with the times is now psychologically and technically ready to use information technology in teaching. Any stage of the lesson can be enlivened by the introduction of new technical tools.

The inclusion of ICT in the educational process allows the teacher to organize various forms of educational and cognitive activities in the classroom, to make active and purposeful independent work of students. The computer can be used at all stages: both in the preparation of the lesson and in the learning process: when explaining (introducing) new material, fixing, repeating, and controlling.

Today, a lot of attention is paid to the use of information technologies in education. Our task should be aimed not so much at transferring specific knowledge from various fields to students, but rather at providing conditions for their self-determination and self-realization. The ability to process information is a very valuable asset. In this regard, I would like to consider this topic from the point of view of the ability of ICT to help teachers achieve this goal.

ICT means::

* technologies that allow you to search, process and assimilate information from various sources, including the Internet.

* use of the computer itself, a variety of programs.

The main purpose of the use of ICT: to ensure the improvement of the effectiveness of education.

The use of information technology in the classroom is necessary, and it is motivated by the fact that they

* allow you to effectively organize group and independent work in the classroom;

* contribute to the improvement of students ' practical skills and abilities;

* allow you to individualize the learning process;

* increase interest in the lesson

* activate the cognitive activity of students;
* develop the creative potential of students;
* update the lesson.

When preparing for a lesson with the use of ICT, the teacher should not forget that this is a LESSON, which means that he should make a lesson plan based on its goals. When selecting educational material, he should observe the basic didactic principles: systematicity and consistency, accessibility, differentiated approach, scientific approach, etc. At the same time, the computer does not replace the teacher, but only complements him.

The use of ICT in the process of teaching students increases the overall level of the educational process, enhances the cognitive activity of students. To do this, the teacher needs to master a number of skills.

The main ones are:

- technical, i.e. the skills necessary to work on a computer as a user of standard software;
- methodological, i.e. skills necessary for competent teaching of students;
- technological, i.e. the skills necessary for the competent use of information tools for teaching in different lessons.

The use of ICT in the classroom helps students navigate the information flows of the world around them, master practical ways of working with information, and develop skills that allow them to exchange information using modern technical means.

Topic 7 Management of the introduction of new pedagogical technologies through joint activities of educational institutions

1. Working with textbooks and studying the scientific literature on psychology. Educational literature as a means of teaching psychology

The textbook is the main and leading type of educational literature, in which the material is systematically presented at the current level of achievements of this science and in a language accessible to the student. Features of the textbook as a type of educational literature:

Firstly, the textbook contains all the main educational material on the scientific academic discipline in brief. This includes all the key concepts and categories of this science with the corresponding definitions.

Secondly, the textbook presents the content of the main scientific concepts in a system.

Thirdly, the textbook denotes the main outline, using which you need to study science further, to orient deeper and wider in it. The textbook in this sense serves as a kind of guide, "Ariadne's thread" for further insight into the essence of phenomena, facts, events that are explained in this science.

Analysis of monographs

A monograph is a scientific study of an author, a group of authors, devoted to a single problem or topic. When analyzing the monograph, the following sequence must be observed:

1. Get acquainted with the general structure of the monograph, its title and content, which gives an idea of the scientific problems of this monograph.

2. Give a scientifically-based view of the author from the point of view of the paradigm, theory, concept or scientific position.

3. Determine the level of the analyzed monograph (fundamental, applied, practical).

4. Indicate the nature of the study: theoretical; theoretical-empirical; empirical; empirical-theoretical.

5. Describe the structural components (sections, chapters of the monograph) as a whole.

6. Consistently characterize all structural components or work. The analysis of the monograph should be provided in writing (the requirements for the design are the same as for the abstract),10-12 pages of printed text.

Thematic message

Thematic message - an oral or written presentation by a student of the main content of educational material on a particular topic. The thematic message aims to concretize and deepen the knowledge gained in lectures, seminars and practical classes.

Before you start working on a report on a particular topic, you need to carefully study the lecture notes, review the textbook to restore the content and logical structure of the material discussed in the practical lesson, get acquainted with the plan of the seminar class and the list of references. For the study of a particular topic, not one, but several sources are often recommended, then in junior courses, one of the best options is to read at least look through all the literature, and the thematic message is compiled based on one, the most complete and appropriate to the content of the work. In senior courses, it is advisable to build your message based on material from various sources, showing and comparing different views, points of view. In the process of further work, it is necessary to draw up correctly and think through the plan of the thematic message, which will significantly speed up and facilitate the work on it.

Since the messages can be different in their purpose: a report on the main issue, a supplement, or a co-report, their construction can also be different.

The student presenting the co-report and the supplement should listen carefully to the companion to avoid unnecessary repetitions and, if necessary, make changes to the actual plan of the message carefully

A good impression is made by speeches that are distinguished by their clear structure, depth, reasonableness and persuasiveness, clear and competent presentation. Therefore, in the process of working on a thematic message, it is important to understand and assimilate the prepared material, think through the logic of its presentation, and highlight the main ideas.

It is important to limit the presentation of the thematic message to 5-7 minutes. In this case, it is necessary to exclude the reading of the abstract.

Analysis of journal articles

The analysis is subject to publications in peer-reviewed journals, collections of materials and abstracts of scientific and practical conferences or collective monographs that correspond to the profile of the discipline.

The basic requirements are similar to the analysis of a monograph, taking into account the difference in the volume of the publication. The analysis of the article should be carried out by the plan of its author. In the absence of structural components, the analyst must structure the text of the publication himself.

Writing a conspectus (working with primary sources)

The conspectus (from Lat. conspectus review) should reflect the main principles of the source, what is new that the author has made, the main methodological arguments, stages of proof and conclusions.

When working with the primary source, you must follow a certain sequence:

1. Get acquainted with the general structure of the article, its title and content; read the material from the beginning to the end to get a complete understanding

2. Re-reading the work to gain a deeper understanding of each part and the entire material as a whole.

3.Making a summary plan: defining keywords, a summary statement or a phrase in each part of the material.

4. The main difference between taking notes and rewriting the text is the absence or minimum of words or parts of the text that do not carry significant information, as well as the replacement of expanded sentences with more concise phrases (folding).

The rule of reading and taking notes should be to find out unfamiliar words, terms, expressions, unknown names, titles, which includes searching for the necessary information using encyclopedias, dictionaries, and an electronic catalogue.

Report

The abstract is an independent written work of the student. The topic of the abstract is agreed with the teacher. The text of the abstract should contain a reasoned presentation of a certain topic (subject area of psychological science) and reflect the points of view of psychological schools or psychologists who have not lost their relevance. The abstract contains the following sections:

1. Introduction.

2. The main part.

3. Conclusion.

4. Literature (list of sources used).

In the introduction, the author points out the relevance of the topic, provides its substantiation. In the main part, the theoretical aspect of the problem

under review is briefly and logically stated, the results of the research that confirm or question the theoretical provisions are presented, and one's view on this problem is argued. In conclusion, the author of the report summarizes the issues expressed in the introduction and the main part; formulates a hypothesis about the possibility of experimental verification of his argumentation.

The list of sources used is arranged alphabetically: author, initials, the title of the work, place, the title and the year of publication, total number of pages. The list should contain at least five publications, usually for the last four to five years, including the works published on this problem in psychological journals last year.

2. Organization of independent work of students studying psychology

Independent work of students – ISW) is a variety of individual and collective activities of students in the classroom and extracurricular classes or at home (library) to perform various tasks under the methodological guidance of the teacher, but without his direct participation.

The organization of independent work of students is aimed at solving the following tasks:

a) consolidation, generalization and repetition of the studied educational material; application of the acquired knowledge in standard situations and in solving problems of a high level of complexity and uncertainty;

b) improvement of subject skills and skills in the studied disciplines; formation of interdisciplinary, general academic, research skills;

c) activation of educational and research activities of students, its maximum individualization, taking into account the psychophysical characteristics, academic results of students;

d) formation of students ' readiness for self-education throughout their life.

There is the following classification of independent work (EL. Belkina L. M. Danilova et al.).

Independent work of the first type is made to form students ' knowledge and skills based on a given algorithm of activity, prerequisites for this activity. In the practice of university education, as independent work of the first type, homework of a wide variety of types is most often used, such as working with a textbook, with a lecture summary, etc. For example, tasks for performing independent work of the first type may look like this:

Task 1. Read the text and identify the essential features that characterize the described system.

Task 2. Read the guidelines and complete the following tasks.

Independent work of the second type is aimed at the formation of knowledge that allows you to reproduce the learned information by memory and solve typical tasks. In university practice, independent work of the second type can be separate stages of laboratory and practical tasks, projects and standard

term papers, as well as organized homework containing instructions of the algorithmic type.

The didactic goal of independent work of the third type is the formation of students ' knowledge of the third level – heuristic, i.e. knowledge underlying the solution of typical problems. The essence of tasks in this type of work is to search for the formulation and implementation of the solution method, which always goes beyond the past formalized experience and in the real process of thinking requires students to vary the task conditions and previously acquired educational information, to consider them from the point of view of the current educational situation.

Finally, independent work of the fourth type is aimed at the formation of knowledge-transformations, methods of research activity (creative level) through the realization of creative tasks. The educational and cognitive activity of students in the performance of these works is in deep penetration into the essence of the objects under consideration, establishing new connections and relationships necessary for finding new, previously unknown ideas and principles of solutions, generating new information.

Independent work of students can also be classified according to other features. Depending on the didactic goals and tasks that are solved in the process of independent work, the following types of independent work can be distinguished:

1) independent work to clarify and supply the information and knowledge obtained in the training sessions (working with the text, conducting experiments, etc.):

2) independent work on the formation of practical skills based on the performance of tasks (or problem-solving);

3) independent work for getting new knowledge by students;

4) independent work on the development of students ' general academic skills, thought processes (analysis, systematization and generalization, classification, data validation, etc.);

5) independent work to meet the educational needs and interests of students (abstract, scientific work, etc.)

Sources of information when students perform these types of independent work can be:

- printed materials;
- materials on electronic media:
- visual and graphic materials, sound accompaniment with the help of radio and television equipment;
- the results of experiments in the process of educational and cognitive and research activities, etc.

The following main stages of the organization of independent work of students in the educational process are distinguished.

1. Preparatory, related to the determination of the initial level of knowledge and skills of independent work in the classroom of students, familiarizing them with the upcoming system and methods of independent work on the subject.

2. Training, in the course of which the task is set in practical classes to teach each student a system of independent work on literature (scientific, reference, archival, etc.) on the subject, to form general learning skills, as well as practical skills for applying knowledge on a model (in standard situations).

3. Formative, aimed at the development of students ' teaching and skills and the application of a research approach (method) to the study of problems of an academic discipline or specialized science, related fields of knowledge and the application of scientific achievements in the future professional activities.

4. Creative, where students during individual consultations mastered the system of organization of independent educational and research work, being prepared to participate in the seminars, contests and competitions, scientific conferences, writing scientific papers and diploma (master's) works.

5. Concluding aimed at summarizing the results of an independent educational and research work of each student on the subject per semester (or for the whole academic year).

The effectiveness of the organization of independent work of students is achieved by:

- development by teachers of a system of tasks of training and complicated types;

- consistency and continuity between the content, methods of solving and evaluating the results of tasks intended for independent development at lectures, practical classes, during production, including work on the course and diploma projects;

- taking into account the individual characteristics and capabilities of students to develop their scientific interests, professional abilities in the process of independent work; as well as the development (correction) by the needs of professional development of tasks for independent performance;

- designing the content of educational material and tasks for independent work using computer tools, which will provide automated systematic control of students ' independent work.

When developing educational and methodological support for independent work of students, it is necessary to take into account the specifics of the following types of independent work, which are associated with a different organization of the educational process:

- preparation for classroom classes (lectures, practical, seminars, laboratory, etc.);

- homework:

- independent work on piecework topics of academic disciplines by the programs;

- work with educational, scientific, textbook literature in the volume provided by the curricula and programs;

- writing term papers, theses, master's theses:

- conducting scientific research, writing scientific papers based on the results of research;

- preparation for the passage of all types of practice and the execution of relevant tasks;

- preparation for colloquiums, tests, exams.

It is advisable to use the following by the teacher

- support and consulting assistance;

- alternation of different types and forms of control over the performance of independent work;

- organization of students ' independent work (outside the classroom: in the library, etc.), motivated by their own cognitive needs and controlled by themselves;

- guided independent work;

- organization of individual independent work;

- tasks in practice for course and diploma works, including the range of scientific interests, place of work, professional abilities, etc.

- maintaining various types of notes for practical classes;

- performing thematic test tasks on the subject;

- survey at the training session, practice,

- performance of control works;

- writing research papers;

- annotation of literature;

- conspectus of articles;

- preparation of thematic reports and reports by students;

- analysis of practical cases;

- analysis of periodical literature;

- selection of thematic literature;

- preparation for the Olympic Games;

- selection and production of didactic, diagnostic materials for the lesson

3. Technical training tools. Modern learning tools

Technical means of teaching are devices and devices that are screen-and-sound carriers of educational information. These include:

1) educational films;

2) filmstrips;

3) computers;

4) tape recordings;

5) recordings;

6) radio broadcasts;

7) TV shows, etc.

Technical training tools can be divided into the following types:

1) informational;

2) combined;

3) exercise training;

4) knowledge control tools;

5) audio-visual means.

Functions of technical training tools:

1) improve the efficiency and quality of training;

2) contribute to the intensity of the educational process;

3) direct and organize the perception of students;

4) develop students ' greater interest in knowledge;

5) help to form the student's worldview, beliefs, and moral image;

6) are the source and measure of educational information;

7) contribute to improving the emotional attitude of students to their academic work;

8) contribute to the control and self-control of knowledge.

The most effective impact on students is provided by modern audiovisual and multimedia teaching tools (electronic educational resources).

In modern schools, such educational resources as interactive boards, educational CDs, electronic textbooks, educational websites, and web quests are at the stage of development and application.

Interactive boards. Using a variety of dynamic interactive whiteboard resources increases motivation and makes classes fun.

Educational CDs. These data contain various types of screen and sound devices adapted to the computer.

Electronic textbooks. This is a collection of graphic, text, digital, speech, music, video, photo and other information, as well as printed user documentation.

Educational web quests - pages on a specific topic on educational sites that are connected by hyperlinks to pages from other sites on the World Wide Web.

Educational websites. The website of an educational institution on the Internet is a new learning tool, the pedagogical foundation, creation and application of which still need to be developed.

Modern teaching tools significantly change the methods of educational work because they have an opportunity to show the phenomenon in motion, development

4. Requirements for the content of a test

The purpose of the test is to solve a specific theoretical or practical problem to determine the degree of studied material by the student. they should be a search nature, orient the student both to gain new knowledge and to solve

specific problems in the discipline being studied. Tasks, as a rule, should contain words indicating the problem nature (for example, "analyze", "compare", "solve", "prove", "highlight the main thing", "calculate», etc.).

The following types of control tasks are possible:

1. Solving situational problems with the justification of the actions performed.

2. Answers to problematic questions that should guide the student to independent reflection with mandatory argumentation of the answer.

3. Conducting practical research on the methods proposed by the teachers.

4. Preparation of procedural documents for a specific situation with the specified circumstances of the case and analysis of the content of procedural documents or regulations.

The control work can be:

* test tasks that require answers to the questions posed;

* psychological tasks with variable responses;

* development of diagnostic, training, and psychocorrection programs;

* creative work on a specific section or problem of the discipline being studied.

Methodological recommendations for independent work, as a rule, should contain at least 10 variants of control works. Exceptions are allowed in agreement with the Vice-rector for Academic and Educational Work after discussion at the Educational and Methodological Council.

The content of the control questions for each option should cover at least half of the course studied this semester. Test papers usually contain several questions.

The choice of the option by the student is determined either by the number of the grade book or by the letter of the student's last name. Departments are required at least once every 5 years to completely rework the content of control works in academic disciplines, as well as to make changes as necessary.

The requirement for writing a course paper

Course work is an independent and creative scientific essay that gives an idea of a particular problem and testifies to the student's knowledge in the relevant field. The purpose of the course work is systematization, consolidation and expansion of theoretical and practical knowledge in the discipline under study; application of these methods, knowledge in solving specific scientific and practical problems; mastering the methodology of modern scientific research; acquiring skills in the design of scientific papers.

The course work should have the following structure:

- plan (content);

- a brief introduction, which justifies the relevance of the topic, talks about the development of the corresponding problem;

- the main text (the course work may consist of chapters divided into paragraphs, or only of paragraphs);

-list of references;

- applications (if necessary).

Types of coursework:

1. Theoretical course work (of an abstract nature) without conducting an experimental study.

2. Course work of a research nature, involving both a theoretical analysis of the problem and conducting a diagnostic study on the problem.

3. Course work of a methodological (or applied) nature, which includes, in addition to the theoretical analysis of the problem and the implementation of practical research, the introduction of the results of the research into the practice of the work of a practical psychologist.

The control function when writing a course work is carried out through the following forms: current control in consultation with the supervisor (organization of feedback); final control: reviewing and defending the course work.

After the defence, a differentiated grade is given for the course work. The evaluation criteria are as follows:

* justification of the relevance of the work;

* availability of the hypothesis, goals and objectives of the study;

* analysis of the main theoretical propositions on the research topic, presented in the scientific literature;

* use of adequate diagnostic techniques;

* availability of qualitative and/or quantitative analysis;

* compliance of the conclusions with the goals and objectives of the study.

The course work can be the basis for further research work, the implementation of diploma, bachelor's and master's works.

5. Control and assessment of knowledge in the study of psychology. Assessment of students ' learning activities.

Control is a check of the quality of assimilation of educational material, the establishment of feedback between the teacher and the students. Control functions:

a) for students - control ensures the quality of knowledge assimilation, makes it possible to understand errors, inaccuracies, correct them in time and better understand the subsequent educational material, as well as to form the ability to self-control;

b) for the teacher-the control provides information about the progress and quality of learning, typical mistakes, attention and interest of students, which allows you to see your didactic mistakes and make timely adjustments to the teaching process.

Types and forms of control:

1) control of intermediate learning outcomes:

a) operational control (at the lecture). 5 minutes before the end of the lecture, the teacher asks students 2-3 questions about the material read. The answer is suggested to be given in writing. The teacher makes comments in the next lesson;

b) blitz control. At the end of the topic, 5 minutes before the end of the lesson, students are asked to write the words that they have memorized from this topic. The teacher checks (the number of words, their correspondence to the topic, errors) and analyzes them in the next lesson;

c) a control task with a written report. This can be any task (list.., compare.., make or fill out a table.., solve psychological problems...

All the proposed forms of control are group-based.

2) the final control is a check of the final result. This type of control includes semester or course tests and exams.

The test is held after the end of the topic or section. Its main functions are training and control. Types of credit:

1) traditional view-individual question-answer form:

- for tickets or questions (full listening to questions);

- survey-interview (on the thesaurus or questions involving a short answer) in the presence of the entire group in turn;

2) brainstorming is a group form.

The group is divided into subgroups of 3-5 people. Each subgroup is given a card of 5-7 questions (questions of a problematic nature). It is suggested to discuss the issues using any sources (lectures, textbooks, monographs...).

The test ends with a conversation between the group and the teacher, where the teacher clarifies the correctness of the answers and the quality of each student's learning. If the student shows a low level of knowledge, then he is sent to work in the next five;

3) the game is a group form. For example, the concept defence. The group is divided into 2-3 subgroups according to the number of concepts discussed. Each subgroup receives a plan and prepares for the game in advance (distributes responsibilities, etc.).

During the game, representatives of each group perform, which are evaluated by a group of experts (from among the students). The game ends with summing up the results, evaluating and determining the winners.

Types of exam:

1) traditional ticket interview.

2) written exam;

3) testing - test of educational achievements.

The final control also includes various types of tests, term papers, theses and the state exam.

Final control and evaluation are also carried out during the certification conducted at the end of the entire educational program and is carried out by the State Certification Commission.

Conditions for the effectiveness of control:

1. Objectivity (the presence of a single criterion).

2. The inviolability of the assessments made (not subject to doubt).

3. Publicity.

The basic principles of verification and evaluation, which should be guided by a teacher of psychology (according to V. N. Karandashev):

1. Objectivity. It is necessary to evaluate the knowledge of students regardless of the subjective opinion of the evaluator

2. Validity. It consists of the need to ensure that reliable information about the knowledge, skills and abilities of the student is obtained.

3. Reliability. It consists of the need to ensure that the knowledge of the student (student), who received a certain assessment, is preserved for a long time.

4. Differentiation, consists of the need to evaluate knowledge in such a way that the grades and marks received by students differentiate their level and quality.

5. Consistency. It consists of assessing students ' knowledge of the content of all sections and topics of the course, as well as all components of the educational material (empirical material, psychological theories, concepts, examples of the use of concepts, classifications, patterns, the application of these patterns in practice, the transfer of knowledge to new objects and concepts).

6. Regularity. It is necessary to conduct evaluation procedures regularly and periodically during the course.

7. Confidentiality. It consists in the fact that the teacher must take the necessary measures to ensure that the results are known only to himself, the student and the head of the educational program.

Two types of assessments can be used to assess knowledge in psychology:

1) formative assessment involves assessing the degree of compliance of students ' knowledge with certain standards of assimilation, which are set in advance by the examiner.

2) evaluation based on the distribution of results.

Types of verification: survey and practical tasks. During the survey, students are asked to reproduce certain content: empirical facts, theoretical propositions, formulations of concepts, examples, classifications, scientific patterns.

5. Interactive teaching of psychology in the system of higher and additional education

Interactive (communicative) learning is a dialogue learning, during which the teacher and students interact, as well as students with each other. It is based on the psychology of human relationships and interactions, and their effectiveness is due to the action of 2 psychological phenomena:

1) infection – any thought expressed by a neighbor can involuntarily cause its own, similar or close to the one expressed or, conversely, completely opposite;

2) the spirit of competition, rivalry, competitiveness, which manifests itself when people collectively seek the truth.

The essence of interactive learning is the organization of the educational process in such a way that almost all students are involved in the process of cognition, have the opportunity to understand and reflect on what they know and think. In other words, it is the creation of an environment of joint creative (productive) activity of the teacher and students, where there is a process of interaction of personalities, and not just the process of searching for knowledge.

The purpose of interactive learning is to create comfortable learning conditions in which students feel their success, intellectual viability.

The methods of interactive learning, according to B.Ts. Badmaev, include: 1) heuristic conversation; 2) discussion method"; 3) "brain attack"; 4) round table method; 5) business game method; 6) training, etc.

Heuristic conversation. This is a method of teaching, the function of which is to receive answers from students through the activation of their thinking through skillfully posed problematic questions. By its psychological nature, heuristic conversation is collective thinking or conversation as a search for an answer to a problem. As a result of the application of the heuristic method, students, thanks to their own efforts and independent thinking, stimulated and guided by the teacher's questions, acquire new knowledge. The method of discussion. It is a method of creating a situation of cognitive dispute in order to stimulate and motivate learning. It is a specially programmed free discussion of theoretical issues of the curriculum, which usually begins with a question and unfolds initially as a heuristic conversation. The method is used in group forms of classes at discussion seminars, workshops, interviews to discuss the results (or progress and methods) of completing tasks in practical and laboratory classes. At the same time, an educational discussion differs from other types of discussion in that the novelty of its problems relates only to a group of persons participating in the discussion, i.e. it is finding in the educational process a solution to a problem that has already been found in science. The purpose of the discussion is the search process, which should lead to objectively known, but subjectively (from the point of view of students) new knowledge.

The method of brainstorming (brainstorming). It is aimed at activating creative thought through the use of means that reduce the criticality and self-criticism of a person and thereby increase his self-confidence and manifest the mechanisms of the creative act. It consists in finding the answer of specialists to a complex problem through intensive statements of all sorts of ideas that come to mind, guesses, assumptions, random analogies, as well as necessary and unnecessary associations that spontaneously arise among those present. At the same time, criticism is completely prohibited: the "golden rule" of brainstorming

is not to question anything uttered by the participants of the conversation, not to criticize, but to ensure complete freedom of expression of any ideas (up to the absurd), their encouragement. In such an environment, there is (especially when the participants get used to it) a really intense "fermentation of minds", the most incredible, truly crazy ideas are born, many of which are no good. Then the ideas expressed and written on paper (blackboard) are analyzed in the expectation that among them there will be several containing successful solutions to the problem. This method is used not only for teaching, but also as a practical method for solving complex and creative tasks.

The round table method. This is a way of organizing students' joint activities aimed at an intensive and productive solution of a group task, providing participants with an opportunity to demonstrate their competence and thereby satisfy the need for recognition and respect. The method develops theoretical thinking, forms the ability to analyze facts, events and phenomena from the point of view of the conditions of their origin and development, as well as the ability to compare different points of view and take the position of another person. The essence of the method is to discuss a problem with the participation of specialists of different profiles, when during the exchange of opinions there are points of contact that serve as a starting point for finding common conclusions in further work. The purpose of the method is not so much to solve the problem as to deepen it.

Stages of the round table:

1. The introductory speech of the teacher, where the orientation is given, the topic of the round table is formulated, its goals are formulated, participants are informed about the order of the lesson. The topic of the round table should be controversial, ambiguous. Participants must have some knowledge on this topic.

2. When the question is formulated and recorded, the participants think about their answer for a given time, formulate it clearly. After that, students are asked to exchange opinions, giving the floor to each one in turn. At the same time, each statement, position should be reasoned and carefully considered.

3. Questions from the teacher and participants of the round table to the speaker.

4. Collective discussion of the problem. A free exchange of opinions and tolerance for criticism are necessary here. As a result of the discussion, it is not necessary to come to a consensus – it is more important to reach agreement that the solution has several options or the contradiction is insoluble. The main result is a versatile, multi–aspect consideration of the theoretical problem from different positions and points of view on its practical implementation.

The method of the business game. The essence of this teaching method is the educational modeling of the situations of the activity that students are to be taught in order to teach future specialists to perform appropriate professional functions on models, and not on real objects, i.e. training in the practical

application of theory (according to the principle of "business based on theory"). The specificity of the business game is that it models the subject and social content of the future profession.

Principles of the business game (A.A. Verbitsky):

1) the principle of simulation modeling of specific conditions (the subject context of a specialist's professional activity, reflecting a certain fragment of reality and set by the goals of the game, its subject) and game modeling of the content of students' professional activity (the social context of a specialist's professional activity, conditioned by the roles and functions of players in the context of a game scenario and rules);

2) the principle of the problematic content of the business game and the process of its deployment (the problem to be solved within the role is given);

3) the principle of joint activity of participants in the conditions of role interaction (separation and integration of the functions of specialists imitated in the game);

4) the principle of dialogical communication and interaction of partners in the game as a necessary condition for solving a learning problem (based on the adoption of an agreed decision);

5) the principle of the twofold nature of game educational activity - the achievement of game goals serves the purpose of the formation and development of the personality of the future specialist.

Goals of the business game (V.S. Gerasimova):

1) formation of a holistic view of professional activity and its dynamics (psychologist at school, psychologist in the organization, etc.);

2) formation of professional competence of a specialist psychologist (professional skills, skills, abilities);

3) development of social competence (the ability to make joint decisions, the ability to manage, etc.);

4) formation of professional motivation.

According to A.A. Verbitsky, a business game is a conditional practice where students gain professional and social experience, compensate for the gap between theory and practice. In the business game, students learn not so much to manage the situation as to manage themselves in accordance with the changing situation, thereby removing stereotypes of behavior in a particular situation; they develop the ability to predict the course of the situation and solve non-standard problems on their own, to think independently, concretely and objectively (focus on results).

As a rule, a business game is planned in advance (drafting a script, assigning roles, choosing situations, etc.) and is conducted in a practical lesson with its subsequent discussion, analysis and evaluation of the results. As the stages of the business game, there are: informational (associated with the assimilation, memorization, updating and systematization of the finished sum of professional knowledge, skills and abilities; you can not play something that

students have no idea about); problematic (theoretical knowledge is translated into the language of practical actions in order to solve a specific problem); behavioral (provides decision-making and action programs in a specific situation based on its deep theoretical understanding); evaluative (selection and justification of the optimal solution of the behavioral program). At the same time, the role of the teacher is the choice of the topic, the goals of the business game, its development and organization, as well as a reflexive assessment. The intervention of the teacher in the gameplay is undesirable, since the main task of the game is to achieve the effect of self–development, self-education and self-regulation of its participants.

Training. Its specificity lies in the practical teaching of theory ("theory from live practice"), i.e. the training teaches the theory of psychology on the use of models of practical situations as analogues of life.

CONCLUSION

Modern teaching technologies are a set of methods and means of processing, presenting, changing and presenting educational information, on the other hand, it is the science of how a teacher influences students in the learning process using the necessary technical or informational means. In modern technologies, the content, methods and means of teaching are interrelated and interdependent. The pedagogical skill of a university teacher consists in selecting the necessary content, applying optimal methods and means of teaching in accordance with the program and the set educational objectives. Technologies are a system category, the structural components of which are: – learning objectives; – learning content; – means of pedagogical interaction; – organization of the educational process; – subjects of learning; – the result of pedagogical activity. The sources of technology are the achievements of pedagogical, psychological and social sciences, advanced pedagogical experience, folk pedagogy, all the best that has been accumulated in domestic and foreign pedagogy of the past years.

The content of the course of lectures is based on factor-forming pedagogical systems and technologies that have sufficient scientific justification and are recognized by the scientific community. It is supposed to disclose their target orientations, scientific foundations, features of the content and methodology, limitations in use. The selection of the content, methods and forms of mastering the content of the course is determined by the capabilities of the teacher, the peculiarities of the perception of undergraduates, the degree of their intellectual and research skills, the availability of literature for independent work.

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Compiled by:
KUKHTOVA Natalya Valentinovna
SEMENOVA Natalya Sergeevna

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