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Department of Psychology

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

Methodical recommendations

*Vitebsk
VSU named after P.M. Masherov
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Practical course «Modern technologies of teaching psychology in the system of higher and additional education» consists of tasks for independent work and control for each theme. In generalized form, the general theoretical provisions underlying the modern technologies of teaching psychology are presented. This course addressed to master students of the specialty 7-06-0313-01 Psychology. It can be useful for psychologists, teachers, speech pathologists, students and all those who are interested in the psychology of modern technologies of teaching psychology.

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INTRODUCTION

The purpose of teaching the discipline – teaching undergraduates the methodological foundations of teaching technology in the system of higher and additional education and the formation of a psychological culture of personality.

Objectives of the discipline:

- to master the basic categories and concepts of the methodology 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 abilities for teaching psychology to people of different ages, organizing and conducting independent work, research work;
- to develop the personal and professional qualities necessary for the future activity of undergraduates, to form the motivation of pedagogical activity;
- to carry out the ideological education of undergraduates through the content of the course;
- to form the psychological culture of the personality of the future specialist.

The discipline "Modern technologies of teaching psychology in the system of higher and additional education" belongs to the state component. The peculiarity of this discipline is its close relationship with all disciplines of the psychological cycle and individual interdisciplinary problems of psychology. When studying the course, along with obtaining theoretical knowledge, special attention is paid to the applied aspects of the discipline, since a professional psychologist needs to know the basic patterns of education and upbringing, possess certain teaching skills. The practical activity of a psychologist requires knowledge about modern teaching technologies in the system of higher and additional education, the ability to use psychological knowledge in the mental and personal development of students, which are necessary not only in teaching, but also in other types of practical activities – psychological education, individual and group counseling, individual diagnostic and clinical conversations – wherever it is necessary to apply theoretical knowledge in practice. This discipline is necessary in the professional development of a future psychologist, in personal development as a specialist, and in the formation of his psychological culture.

A master who has mastered the content of the master's degree program in the specialty "Psychology" must have universal, in-depth professional and specialized competencies.

Have the skills to teach psychology using various modern innovative techniques and technologies in the system of higher and additional education.

The Master's degree must have the following in-depth professional competencies:

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

MODULE 1. THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE COURSE

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

Plan:

- 1. The importance of methodological issues in teaching: aims, purposes, content of teaching methods.*
- 2. Methods of teaching psychology*
- 3. Modern scientific approaches for teaching psychology.*
- 4. General didactic principles of teaching, their description.*
- 5. Specific principles of teaching.*

Questions and tasks

1. Define the concept of "teaching psychology".
2. Name the methods of teaching psychology. Characterize it.
3. List the general didactic principles of teaching psychology.
4. Describe the specific principles of teaching.

Task 1. Create a structural and logical scheme for topic issues.

Task 2. Make a structural and logical scheme for the topic of topic, making references to the sources used, conduct a comparative analysis of the methodological problems of teaching in the system of higher and additional education. Give an argumental assessment, leading to the recommended literature.

Practical lesson 2. Definition of educational and innovative technologies

Plan:

- 1. The concept «pedagogical technology»*
- 2. Innovative educational technologies as a factor of increasing the level of teaching*
- 3. Distinctive features of «teaching technology» and «teaching methods»*
- 4. Using of innovative educational technologies in the process of teaching psychology.*

Questions and tasks

1. Describe the definitions of pedagogical technology.
2. List and characterize innovative technologies.

3. What are distinctive features of «teaching technology» and «teaching method»?

4. Why teachers of psychology should use innovative educational technologies in the process of teaching psychology?

Task 1. Write down 15-20 concepts of the course in the dictionary.

Task 2. Lead 2-3 examples from literature on lecture classes. Give a psychological comment to them, making links to sources. Make methodical recommendations for the use of educational and innovative technologies.

Task 3. Prepare a message on the topic «Innovative educational technologies in the process of teaching psychology».

Practical lesson 3. Classification of pedagogical technologies

Plan:

1. *Classification of pedagogical technologies by V.P.Bespalko*
2. *Classification of pedagogical technologies by V.T.Fomenko*
3. *Classification of pedagogical technologies by G.K.Selevko*
4. *Classification of pedagogical technologies by A.Ya.Savelyev*
5. *Classification of pedagogical technologies by E.V.Rudensky*

Questions and tasks

1. Describe the classification of pedagogical technology, which is more interesting for you.

2. Characterize classifications of pedagogical technologies.

Task 1. Fill the table

The name of classification	Brief characteristics	Positive sides of classification	Negative sides of classification
Classification of pedagogical technologies by V.P.Bespalko			
Classification of pedagogical technologies by V.T.Fomenko			

Task 2. Prepare a report and submit a presentation on the topic selected from the list, or make up a test for 10 questions on it.

Task 3. Write an essay about the differences in teaching technologies.

MODULE 2. THE USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE THEORY AND PRACTICE OF HIGHER AND ADDITIONAL EDUCATION

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

Plan:

- 1. Technologies for professional competencies formation of higher institutions students*
- 2. Lecture form of teaching*
- 3. Methodological aspects of the preparation and conduct of the lecture.*
- 4. Types and functions of lectures.*
- 5. Stages of preparation for the lecture.*
- 6. Seminar class as a dialogical form of teaching.*

Questions and tasks

1. What technologies for professional competencies formation can you name?
2. Tell us about the types of lectures and preparation of it.
3. Why seminar class is a dialogical form of teaching?

Task 1. Create a short reference summary of one of the technology in the system of higher and additional education and pick up the video materials as an illustration.

Task 2. Prepare a report and submit a presentation on technology in the system of higher and additional education, and make a test for 10 issues on it.

Task 3. Write an essay on the modern development of various technologies.

Practical lesson 5. Active learning and teaching using ICT

Plan:

- 1. Active learning, signs, methods.*
- 2. ICT learning*
- 3. Gamification in teaching psychology.*

Questions and tasks

1. What is "active learning"?
2. What are the methods and signs of active learning?
3. Describe ICT learning?
4. Why teachers of psychology can use gamification during learning this course?

Task 1. Make a presentation on this topic.

Task 2. Prepare test for this theme (15-20 questions).

Task 3. Develop a game methodology that will be used by students to study the topic of general psychology. The topic is chosen by the undergraduates independently.

Practical lesson 6. Training technologies for teaching psychology in additional technology

Plan:

- 1. Training as a way of learning*
- 2. Types of training*
- 3. Training rules*
- 4. Methods of training work with students in the educational process*

Questions and tasks

1. Give the definition of the concept training. Why training is a way of learning?
2. Name the characteristics of different types of training.
3. What are the training rules?
4. How do you think, what methods of training work teachers can use with students in the educational process?

Task 1. Analyze and present in the form of a table the existing approaches to the definition of "training as a way of learning". Schematically show how training groups differ from other types of training groups. Based on the work done, offer your definition of the concept of "training as a way of learning"

Task 2. Training as a way of learning is not any form of group work, it is a special form of group activity with its own capabilities, limitations and rules." Do you agree with this statement? Justify the answer.

Task 3. Is it legal to make video recordings at the training if only one of the participants is against it? Justify the answer.

Practical lesson 7. Communication technologies.

Plan:

- 1. The concept of communication*
- 2. Types of communication technologies*
- 3. Technology of learning in cooperation.*
- 4. Features of the use of communication technologies in teaching.*

Questions and tasks

1. Name the communication structure and describe its components.
2. Give a description of communication on various grounds (by the forms and number of communicants, by means, by the form of a communicative event). Describe nonverbal communication.
3. Describe types of communication technologies.
4. List the features of the use of communication technologies in teaching.

Task 1. Prepare an abstract on the topic «Communication technologies»

Task 2. Make test tasks on the topic lesson, using the material of the lecture (15-20 test tasks)

Task 3. For reference. Proxemics is a special field dealing with the norms of spatial and temporal organization of communication. One of the first to study the spatial structure of communication was the American anthropologist E. Hall, who introduced the term proxemics, the literal translation of which means proximity. The proximal characteristics include the orientation of the partners at the time of communication and the distance between them. The proximal characteristics of communication are directly influenced by cultural and national factors. E. Hall described the norms of human-to-human approach - the distances characteristic of North American culture. These norms are defined by 4 distances: 1) intimate distance (from 0 to 45 cm) – communication of the closest; 2) personal (from 45 cm to 1 m. 20 cm) – communication with familiar people; 3) social (from 1.20 to 3.60) – preferably when communicating with strangers and during official communication; 4) public (from 3.60 and further) – when speaking to various audiences.

Violation of the optimal communication distance is perceived negatively. The amount of interpersonal distance depends on cultural traditions, upbringing, individual life experience and personal characteristics.

Explain the following examples of cross-cultural and individual differences. What communication techniques shorten or lengthen interpersonal distance? Where is it longer, where is it shorter and why?

1. *The Japanese sit quite close to each other and use contact gaze more often than Americans; they are not annoyed by the need to touch their sleeves, elbows, knees; Americans believe that Asians are "familiar" and excessively "push", and Asians consider Americans "too cold and official".* 2. *A. Pease observed at one of the conferences that when two Americans met and talked, they stood at a distance of about a meter from each other and maintained this distance throughout the conversation; when a Japanese and an American were talking, they slowly moved around the room: the Japanese was advancing, and the American was moving away – each of them was trying to reach a familiar and comfortable communication space.*

3. *A young couple who had just emigrated to Chicago from Denmark was invited to a local American club. A few weeks after they were accepted into the*

club, the women began to complain that they felt uncomfortable in the company of this Dane, because he was "pestering them." The men of this club felt that the alleged Danish woman was hinting by her behavior that she was quite sexually available to them.

4. Rural residents, brought up in conditions of a lower population density than the townspeople, have a more spacious personal space, therefore, when shaking hands, a "rustic" will stretch out his hand from afar and tilt his body forward, but he will not leave his place, and even better, he will simply wave his hand in greeting.

Task 4. For reference. Visual communication is eye contact. Many researchers believe that eye contact between communication partners can serve as a measure of sympathy between them. In many ways, this factor depends on cultural traditions: in a number of countries, eye contact is avoided out of respect, in some peoples a direct eye-to-eye look is regarded as a challenge and aggression.

In the XVIII century, the famous politician Earl of Chesterfield, preparing his son for a diplomatic career, wrote to him: "When talking to people, always look them in the eye; if you avoid it, people begin to think that you consider yourself guilty of something; besides, you lose the opportunity to recognize by the expression of their faces what impression your words make on them." Do you think the Count gave his son good advice? What recommendations would you give to diplomats?

Task 5. Express two opposite states (for example, anger and calm, sadness and joy, fatigue and cheerfulness): a) using only facial expressions; b) using only gestures; c) using facial expressions and gestures.

Task 6. If possible, make a video recording of the interview between the participants of your group, while trying to act as both the interviewer and the interviewee. When analyzing the video, note the facial expressions and gestures that most effectively emphasize the meaning of your words. Submit in the form of an oral report.

Task 7. Study the scientific articles on the topic. Write a short personal discussion on what methods of learning in collaboration are the most effective in the activities of the teacher, why?

Practical lesson 8. Managing the introduction of new pedagogical technologies through joint activities of subjects

Plan:

- 1. Working with textbooks and studying the scientific literature on psychology.*
- 2. Educational literature as a means of teaching psychology.*
- 3. Organization of independent work of students studying psychology.*

- 4. Technical training tools. Modern learning tools.*
- 5. Requirements for the content of a test.*
- 6. Control and assessment of knowledge in the study of psychology.*
- 7. Assessment of students learning activity.*

Questions and tasks

1. What are the rules of working with textbooks and the scientific literature on psychology?
2. Why educational literature is a means of teaching psychology?
3. How to organize independent work of students who study psychology?
4. List and describe modern learning tools.
5. What are the requirements for the content of a test?
6. How to assess students learning activity?

Task 1. Prepare a report in the form of a detailed abstract/message on the chosen issue on the topic.

Task 2. Creating graphic illustrations (drawing, paintings, computer graphics) on the topic, followed by their analysis and interpretation.

Task 3. Write an essay in the form of a comparative characterization of the introduction of pedagogical technologies in joint activities of subjects.

Task 4. Prepare presentation for practical lesson.

Task 5. Preparation of a series of tasks or situations.

SAMPLE QUESTIONS FOR THE DISCIPLINE EXAM

1. The importance of methodological issues in teaching. Goals, objectives, and content of teaching methods.
2. Technologies of teaching psychology.
3. The place of teaching technologies in the system of psychologist training.
4. Modern scientific approaches to teaching psychology.
5. Polysubjective interaction in the teaching process.
6. General didactic principles of teaching, their characteristics.
7. Specific teaching principles:
8. General understanding of educational and innovative technologies.
9. The concept of "pedagogical technology" in foreign and domestic sources.
10. Methodological principles in pedagogical technologies.
11. Signs of pedagogical (educational) technology.
12. The relationship between the concepts of "methodological system" - "pedagogical technology" - "innovative technology".
13. Distinctive features of "learning technologies" and "teaching methods".
14. Classifications of pedagogical technologies (V.G. Gulchevskoy, V.P. Bespalko, V.T. Fomenko, etc.).
15. Systematization of technology (G.K. Selevko).
16. Classification of technologies (A.Ya. Savelieva)
17. Technologies for the formation of professional competencies of higher school students.
18. Lecture form of education.
19. Methodological aspects of the preparation and conduct of the lecture.
20. Types and functions of lectures.
21. Selection and structuring of the lecture material.
22. Writing a lecture lesson outline.
23. The organization and style of presentation of the lecture material.
24. Stages of preparation for the lecture.
25. Preparation of the presentation.
26. Conducting a lecture session.
27. Methods of stimulating the cognitive activity of listeners at a lecture. Typical mistakes of a psychologist-lecturer (analysis and recommendations).
28. Seminar session on psychology as a dialogical form of educational activity.
29. Preparation of the teacher for the seminar. Summary of the seminar session. Features of preparing students for the seminar.
30. General principles of the approach to the development of educational tasks for practical training. The specifics of practical training in psychology.

31. Forms of practical training (workshops, laboratory and actual practical training).

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

33. Methods of organizing and conducting psychological trainings and remedial exercises

34. The dialogical form of education and its role in preparing students for pedagogical activity T

35. Requirements for the organization of independent work of students. The functions of independent educational work in psychology. The methodology of independent work with a textbook, the study of scientific literature on psychology.

36. Preparation of essays, term papers and theses in psychology.

37. Students' practice in psychology. Types of practice. The content of the practice.

38. The essence of the concepts of "control" and "assessment" of knowledge. Types of knowledge control in the process of teaching psychology.

39. Criteria for the quality of assimilation of knowledge, skills and abilities by students. Methodological techniques for ensuring the effectiveness of pedagogical control. Assessment of the results of students' educational activities.

40. Requirements for writing control and term papers. Working with a textbook and studying scientific literature on psychology. Educational literature as a means of teaching psychology. Technical training tools. Modern learning tools. Preparation of visual materials.

41. General ideas about the construction of psychological education. Stages of the construction of the pedagogical process. Calendar-thematic and time-based planning.

42. Technology for the development of the training course. Development of the course format.

43. Design in psychological education. Expertise of projects in psychological education. Thematisation and conceptualization of psychology classes.

44. Organization of the educational situation in psychological education.

45. The educational situation as a unit of the educational process.

46. The problem of the quality of psychological education. Methodical scenarios of educational situations.

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Internet resources:

1. <http://www.aber.ac.uk/media/Functions/mcs.html>
2. <http://library.thinkquest.org/26451/newmenu.html>
3. <http://www.icahdq.org/>
4. <http://www.cios.org/encyclopedia/mcluhan/index.html>
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7. <http://www.smartbiz.com/sbs/cats/comm.htm>
8. <http://www.talkworks.co.uk>

ADDITIONAL TASKS

The goal: to develop a training course in psychology for students of the first stage of higher education.

Initial data: a total of 72 hours, of which 28 hours are allocated for lectures, 32 hours for practical classes, 12 hours for independent supervised work of students.

Based on the study of lecture material (including those presented in the system newsdo.vsu.by , as well as literary sources to provide:

1. Development of the course format (see the presentation "Course Development").

2. The curriculum of the course, which includes the following sections:

1) explanatory note (the purpose of teaching the discipline, the tasks of studying the discipline, the place of the discipline in the system of training a specialist with higher education, competence requirements (found in the educational standard), the total number of hours and the number of classroom hours, forms of intermediate certification in the academic discipline);

2) the content of the educational material (modules, topics and its summary);

3) educational and methodical map of the discipline;

Section number, topics	Section name, topics	Number of classroom hours					The amount of self-managed work	Forms of control
		Lectures	Practical classes	Seminar classes	Laboratory classes	other		

4) information and methodological part (lists of basic and additional literature, independent work of students in an academic discipline, a list of diagnostic tools used for the results of educational activities, the procedure for conducting a form of control, criteria for evaluating students' knowledge, an approximate list of technologies, methods and forms of education for the implementation of planned learning outcomes).

3. One lecture session (using innovative pedagogical technologies, a traditional monologue lecture is not accepted).

4. One practical lesson (using innovative pedagogical technologies, the question-and-answer form is not suitable).

5. A system of tasks for independent supervised work.

6. Presentation-advertising of your course (in the form of a presentation, video, etc.).

Methodological development of the lecture

I. The topic of the lecture.

1. Determining the place and meaning of the lecture in the system of the whole course.
2. Bibliography of the lecture (literature for the teacher, literature recommended to students).

II. Forms of lecture organization.

1. The purpose of the lecture.
2. Objectives of the lecture:
 - composition and sequence of tasks;
 - the nature of the tasks (informational, analytical, systematizing, problematic);
 - the means necessary for students to solve these tasks (categories, systems of representations, functional, genetic, structural, causal relationships).
3. The organizational form of the lecture:
 - monologue statement;
 - a monologue based on audiovisual means;
 - a monologue with elements of a heuristic conversation;
 - heuristic conversation;
 - a dialogue is a discussion between two teachers expressing opposing points of view on the issue under discussion.

III. The content of the lecture:

1. A plan for the content of the lecture and the allocation of time according to its stages.
2. Key concepts of the topic.
3. Educational tools and didactic techniques that ensure integrity, consistency, consistency, accessibility, visibility, evidence, etc.
4. Forms of cooperation between the teacher and students in the process of solving the tasks of each of the sections of the lecture content (joint problem solving, model imitation, partnership).
5. The text of the lecture.

Methodological development of a practical (seminar), laboratory lesson

I. The topic of the lesson.

1. Justification of the importance of the topic.
2. Determining the place of the topic in the curriculum of the course.
3. The purpose of the lesson.
4. The objectives of the lesson (cognitive, educational, methodical).
5. Literature (justification for the selection of recommended literature, taking into account the volume and complexity of texts).

II. The form of organization of the lesson.

1. Justification of the choice of the form of the seminar in connection with the nature of the training of the audience:

- question and answer (survey);
- detailed conversation based on the plan;
- peer-reviewed reports;
- discussion of written abstracts with discussion elements;
- group discussion: guided, free;
- educational role-playing game.

2. The program of preliminary orientation of students in the topic, tasks, objects, operations, the nature of the lesson, in the literature; the distribution of the roles of participants in the discussion, requirements for reports, abstracts, the form and nature of the discussion of the topic.

III. A plan and summary of the course of the lesson (indicating the distribution of time by its stages).

1. The content of the lesson:

- the main subsections of the topic;
- the main tasks of each subsection of the topic;
- fixing the main contradictions in the course of solving the problem under consideration.

2. Summary of the contents of the sections of the program. Identification of methods and didactic techniques that ensure the identification of contradictions, evidence and validity of the points of view under consideration. Highlighting the provisions and tasks involving group forms of discussion. Techniques of group communication at different stages of the lesson.

3. Summary of the discussion of the topic.

4. Assignment for the next lesson.

5. Analysis of the course of the lesson after its holding.

TESTS

Test for assessing the level of sociability of V.F. Ryakhovsky

Instructions: *"A few simple questions are offered to your attention. Answer quickly, unequivocally: "yes", "no", "sometimes"."*

The content of the test

1. You will have an ordinary or business meeting. Does her expectation unsettle you?
2. Does the assignment to make a report, a message, information at any meeting, meeting or other event cause you confusion and displeasure?
3. Do you postpone your visit to the doctor until the last moment?
4. You are offered to go on a business trip to a city where you have never been. Will you make every effort to avoid this business trip?
5. Do you like to share your experiences with anyone?
6. Do you get annoyed if a stranger on the street turns to you with a request (show the way, tell the time, answer some question)?
7. Do you believe that there is a problem of fathers and children and that it is difficult for people of different generations to understand each other?
8. Are you ashamed to remind a friend that he forgot to return the money he borrowed a few months ago?
9. In a restaurant or in the dining room, you were served a clearly substandard dish. Will you keep silent, just angrily pushing the plate away?
10. Being alone with a stranger, you will not enter into a conversation with him and will be burdened if he speaks first. Is it so?
11. You are terrified of any long queue, no matter where it is (in a store, library, cinema box office). Do you prefer to abandon your intention, or will you stand in the tail and languish in anticipation?
12. Are you afraid to participate in any commission for the consideration of conflict situations?
13. You have your own purely individual criteria for evaluating works of literature, art, culture, and you will not accept any other people's opinions on this matter. Is that true?
14. Having heard somewhere on the sidelines the statement of an obviously erroneous point of view on a well-known issue to you, do you prefer to remain silent and not engage in conversation?
15. Are you annoyed by someone's request to help you figure out a particular service issue or educational topic?
16. Are you more willing to express your point of view (opinion, assessment) in writing than orally?

Test for assessing the level of sociability

The test of assessing the level of sociability makes it possible to determine the level of sociability of a person. There are 3 possible answers: "yes" – 2 points, "sometimes" – 1 point and "no" – 0 points.

Interpretation of the results

30-31 points: the result indicates the lack of communication of the subject, he himself, his loved ones, and work requiring group efforts suffer from this.

25-29 points: the result indicates isolation, taciturnity, a person prefers solitude. A new job and the need for new contacts, if not plunge into panic, then for a long time they are out of balance.

19-24 points: the result indicates that the subject is sociable to a certain extent and feels quite confident in an unfamiliar environment. New problems do not frighten him. And yet, he meets new people with an eye, he reluctantly participates in disputes and disputes. There is too much sarcasm in his statements, without any reason. This is a disadvantage that can and should be worked on.

14-18 points indicate normal communication skills. This is an inquisitive person who willingly listens to an interesting interlocutor, is patient enough in communicating with others, defends his point of view without hot temper. Without unpleasant experiences, he goes to meet new people. At the same time, he does not like noisy companies; extravagant antics and verbosity cause him irritation.

9-13 points indicate that the subject is very sociable (sometimes, perhaps, even beyond measure). Curious, talkative, likes to speak out on various issues, which sometimes irritates others. Willingly meets new people. He likes to be the center of attention, does not refuse requests to anyone, although he cannot always fulfill them, he is quick-tempered, but outgoing. Such a person lacks perseverance, patience, determination when faced with serious problems. If you wish, however, you can force yourself not to retreat.

4-8 points: very high level of sociability. A person is always aware of everything. Likes to take part in all discussions. Willingly takes the floor on any issue, even if he has a superficial idea about it. He feels at ease everywhere. He takes on any task, although he cannot always successfully bring it to the end. For this very reason, managers and colleagues treat him with some apprehension and doubts.

3 points or less: sociability is painful. A person is talkative, verbose, intervenes in matters that have nothing to do with him. He undertakes to judge problems in which he is incompetent, often causes various kinds of conflicts. Quick-tempered, touchy, often biased. It's difficult for people with such a person. It is necessary to work on yourself and your character: the education of patience and restraint, respect for people.

Test «Can you listen to»

In the process of communication, it is very important for a person to be listened to, heard and understood. Therefore, in order for communication to be effective, we need to be able to listen. The test "Can you listen to" allows you to diagnose this communicative ability.

Instructions: "This test allows you to determine the quality of the interlocutor as the ability to listen. Evaluate the degree of your agreement with the statements in accordance with the proposed options."

The content of the test

	always	Very often	sometimes	rarely	never
1. Do you try to "curtail" the conversation if the topic (or the interlocutor) is not interesting to you?					
2. Can the manners of the interlocutor annoy you?					
3. Can an unfortunate expression provoke you to be harsh or rude?					
4. Do you avoid engaging in conversation with an unknown or unfamiliar person?					
5. Do you have a habit of interrupting the interlocutor?					
6. Do you pretend to listen attentively while you think about something else?					
7. Does your tone, voice, facial expression, vocabulary change depending on who your interlocutor is					
8. Do you change the topic of conversation if the interlocutor touches on a sensitive topic for you?					
9. Do you correct the interlocutor if he mispronounces words, names, terms, uses vulgarisms?					
10. Do you have a condescending, mentoring tone, with a hint of disdain and irony towards the person you are talking to?					

Processing of results

The answers are evaluated as follows: "always" – 2 points; "very often" – 4 points; "sometimes" – 6 points; "rarely" – 8 points; "never" – 10 points.

Interpretation of results

If in the end more than 62 points are scored, then the ability to listen is rated above the average level, the interlocutor is comfortable communicating with such a person. The average level of the ability to listen to the interlocutor is estimated at 55 points.

Appendix C

Task Make a professionogram of the profession of a psychologist.

Professionally conditioned personality structure

Substructure	Socio-psychological and psychophysiological components of the substructure	Professionally conditioned ensembles of substructure components (key qualifications)
Socio- professional orientation		
Professional competence		
Professionally important qualities		
Professionally significant psychophysiological properties		

Methods of professional psychology research

Research objective	Group of research methods	Specific research methods
Description of the professional formation of the personality		
Characteristics of professions		
Measurement of professionally significant features		
Explanation of the professional formation of the personality		
Processing of research methods		

Tests for the course «Modern technologies of teaching psychology in the system of higher and additional education»

1. What is the methodology of teaching psychology?

- A. a branch of psychological and pedagogical science that studies the reasonability of teaching psychology
- B. a branch of pedagogical science
- C. a branch of psychological science
- D. a complex difficult science

2. What is the aim of studying psychology? Mark what is wrong

- A. to learn to think psychologically:
- B. to analyze, evaluate and explain mental phenomena.
- C. to master psychological techniques and methods of applying scientific basis to a positive change in the human mental state
- D. to develop children

3. Basic requirements for a psychology teacher, mark what is wrong.

- A. selection of convincing facts;
- B. promoting independent activity of students;
- C. emotional attitude;
- D. love of the work

4. Basic requirements for a psychology teacher, mark what is wrong.

- A. development of students ' self-awareness;
- B. promoting independent activity of students;
- C. emotional attitude;
- D. good mood

5. This method 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.

- A. story
- B. test
- C. conversation
- D. explanation

6. This method is used to consolidate and comprehend the ideas and knowledge that the students have already possessed.

- A. story
- B. test
- C. conversation
- D. explanation

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

- A. story
- B. test
- C. conversation
- D. explanation

8. The value of using this method of teaching is determined by the fact that the students together with the teacher set and solve educational problem.

- A. the problem method
- B. test
- C. conversation
- D. explanation

9. This method in teaching psychology is used due to the fact that some psychological concepts are extremely difficult to express theoretically.

- A. semantic immersion
- B. test
- C. conversation
- D. explanation

10. This 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.

- A. project method
- B. test
- C. conversation
- D. explanation

11. The method, being both a method of cognition and psychological research, makes it possible to purposefully perceive mental phenomena and to collect information more widely.

- A. observation
- B. test
- C. conversation
- D. explanation

12. The method is of great didactic importance, since it is mainly a method of self-activity, creative ingenuity.

- A. observation
- B. test
- C. conversation
- D. experimental method

13. This scientific approach for teaching psychology, 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.

- A. psychodynamic approach
- B. behaviorism
- C. cognitive approach
- D. biological approach

14. This scientific approach for teaching psychology focuses on studied behavior.

- A. psychodynamic approach
- B. behaviorism
- C. cognitive approach
- D. biological approach

15. This scientific approach focuses on such mental processes as memory, thinking, problem solving, speech, and decision-making.

- A. psychodynamic approach
- B. behaviorism
- C. cognitive approach
- D. biological approach

16. This approach studies how genetics affect different behavior, or how damage to a particular area of the brain influences person's actions and character.

- A. psychodynamic approach
- B. behaviorism
- C. cognitive approach
- D. biological approach

17. This approach is a fairly new approach that has developed over the past twenty years. Scientists observe human behavior through the lens of different cultures.

- A. cross-cultural approach
- B. behaviorism
- C. cognitive approach
- D. biological approach

18. This approach focuses on the study of how evolution explains psychological processes.

- A. evolutionary approach
- B. behaviorism
- C. cognitive approach
- D. biological approach

19. This approach emphasizes the importance of motivation for human thoughts and behavior.

- A. humanistic approach
- B. behaviorism
- C. cognitive approach
- D. biological approach

20. This principle requires the studied educational material to correspond modern achievements of scientific and practical psychology, does not contradict objective scientific facts, theories, laws.

- A. scientific
- B. consistency
- C. visibility
- D. emotional unity

21. This principle requires that the educational material is studied in a certain sequence and logic, which gives a systematic concept of the academic discipline.

- A. scientific
- B. consistency
- C. visibility
- D. emotional unity

22. This principle includes the use of senses and images in teaching

- A. scientific
- B. consistency
- C. visibility
- D. emotional unity

23. 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.

- A. scientific
- B. consistency
- C. visibility
- D. emotional unity

24. Following the principle of unity means maintaining the necessary balance of subject-oriented and personality-oriented content at psychology classes.

- A. the principle of subject-oriented and personality-oriented unity
- B. consistency
- C. visibility
- D. emotional unity

25. This principle 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

- A. accessibility
- B. consistency
- C. visibility
- D. emotional unity

26. This principle is a concretization of the didactic principle of the concrete and the abstract unity.

- A. accessibility
- B. consistency
- C. visibility
- D. the principle of theoretical and empirical knowledge unity

27. 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.

- A. accessibility
- B. consistency
- C. visibility
- D. connection

28. This principle is based on the fact that effective learning of students and pupils occurs only when they show independent activity in learning.

- A. activity in learning
- B. consistency
- C. visibility
- D. connection

29. 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.

- A. educational manner
- B. consistency
- C. visibility
- D. connection

30. The term 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".

- A. technology
- B. method
- C. test
- D. observation

31. 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.

- A. technology
- B. method
- C. test
- D. observation

32. 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."

- A. pedagogical technology
- B. psychological technology
- C. technology
- D. technique

33. "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."

- A. pedagogical technology
- B. psychological technology
- C. technology
- D. technique

34. 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.

- A. pedagogical technology
- B. psychological technology
- C. technology
- D. technique

35. Who is the author of this classification: 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).

- A. V.P. Bespalko
- B. V.T. Fomenko
- C. G.K. Selevko
- D. E.V. Rudensky

36. Who is the author of this classification: 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.

- A. V.P. Bespalko
- B. V.T. Fomenko
- C. G.K. Selevko
- D. E.V. Rudensky

37. The classification 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.

- A. V.P. Bespalko
- B. V.T. Fomenko
- C. G.K. Selevko
- D. E.V. Rudensky

38. Who is the author of this classification includes traditional and innovative technologies.

- A. V.P. Bespalko
- B. V.T. Fomenko
- C. G.K. Selevko
- D. A.Ya. Savelyev

39. Who is the author of this classification includes correctional pedagogical technologies?

- A. V.P. Bespalko
- B. V.T. Fomenko
- C. G.K. Selevko
- D. E.V. Rudensky

40. The purpose of this form of studying 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.

- A. lecture
- B. test

- C. practical lesson
- D. seminar lesson

41. This 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.

- A. introductory lecture
- B. installation lecture
- C. current lecture
- D. review lecture

42. The goal of this lecture is to help students master a particular academic discipline on their own.

- A. introductory lecture
- B. installation lecture
- C. current lecture
- D. review lecture

43. These lectures systematically and in detail give individual topics of academic disciplines; the questions studied in the topics often correspond to test and examination questions.

- A. introductory lecture
- B. installation lecture
- C. current lecture
- D. review lecture

44. This 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.

- A. introductory lecture
- B. installation lecture
- C. current lecture
- D. review lecture

45. This 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.

- A. introductory lecture
- B. installation lecture
- C. current lecture
- D. final lecture

46. The purpose of this lecture 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.

- A. monographic lecture
- B. installation lecture
- C. current lecture
- D. final lecture

47. The main purpose of this form of studying is to use theoretical knowledge concerning the peculiarities of the studied subject.

- A. lecture
- B. seminar class
- C. practical class
- D. test

48. A set of various techniques and methods aimed at developing certain skills, abilities, and personal qualities in a person.

- A. training
- B. seminar class
- C. practical class
- D. test

49. 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.

- A. training
- B. seminar class
- C. practical class
- D. active learning

50. A technology for adapting game methods to non-game processes and events for greater involvement of employees / participants in the process.

- A. gamification
- B. seminar class
- C. practical class
- D. active learning

Answers

1 a	2 d	3 d	4 d	5a	6c	7d	8a	9a	10a
11 a	12 d	13.a	14b	15c	16d	17d	18a	19a	20a
21 b	22c	23 d	24a	25a	26d	27d	28a	29a	30a
31a	32a	33a	34a	35a	36b	37c	38d	39d	40a
41a	42b	43c	44d	45d	46a	47b	48a	49d	50a

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