

INNOVATIVE APPROACH IN TEACHING PSYCHOLOGICAL AND PEDAGOGICAL DISCIPLINES AT THE UNIVERSITY

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Abstract

This article talks about an innovative approach to teaching psychological and pedagogical sciences at universities. The quality of education in the country directly depends on the quality of training of future specialists, namely the formation of professionally significant personal qualities and key competencies of future specialists. In this regard, the role of psychological and pedagogical disciplines increases in the preparation of future professionally competent and qualified specialists.

Keywords: pedagogy, psychology, education, training, innovation, interactive method, teaching methods.

Education is currently one of the main government priorities in many countries of the world. Most of them today have begun to improve the system of higher education that meets modern requirements and world standards. The quality of education in the country directly depends on the quality of training of future specialists, namely the formation of professionally significant personal qualities and key competencies of future specialists. In this regard, the role of psychological and pedagogical disciplines increases in the preparation of future professionally competent and qualified specialists. It should be noted that the teaching of disciplines of the psychological and pedagogical cycle often does not ensure the realization of this goal in the context of the traditional model of education.

The purpose of the article is to substantiate the prospects for using an innovative approach in modernizing the process of psychological and pedagogical training at a university.

In the teaching of disciplines of the psychological and pedagogical cycle, verbal technologies prevail, forming the theoretical readiness of students for professional activities. Practical readiness, as a rule, arises when students are directly involved in pedagogical activity. Therefore, in our opinion, it is promising to introduce pedagogical innovations into the practice of psychological and pedagogical training, which will bring the learning process closer to the problems of developing the personality of students in the process of professional training, make the study of psychological and pedagogical disciplines more interesting, useful, humanistically oriented.

One of the conceptual rules for updating the content of vocational education in the 21st century is the approach from the point of view of competence. Its implementation in practice leads to a new approach to educational content, methods and technology.

One of the main units of updating the educational content is the concept of competence. It expresses the integrative nature of the person, in other words, the personal qualities of the future specialist - knowledge, skills, practical experience, abilities, value orientations. Competence ensures and strengthens the individual's readiness for professional activity. Innovations are characteristic of any professional activity of a person, which becomes the subject of study, analysis and implementation. In the pedagogical process, innovations mean the introduction of something new into the methods of teaching and upbringing, as well as into the organization of joint activities of a teacher and a student, a clinical intern, a resident. Education becomes active and, along with the formation of traditional knowledge, skills, and abilities, is aimed at using new resources that influence the student's personality and help reveal his individual abilities [2, 3]. In modern conditions, a specialist is in demand who has flexibility and mobility of thinking, is able to make independent decisions, transform the social environment and his professional activity [1, 4].

The modern system of medical education should be based on innovative pedagogical technologies - modular training, a competency-based approach, necessary to ensure compliance with the requirements of the training program and constantly improve the quality of training of students, clinical interns and residents. The introduction of innovative technologies in the educational process contributes to the intensification of the optimization of the educational process, increases the productivity of classes, activates the educational and cognitive activity of students, makes the lesson more accessible and interesting. Therefore, today there is a need to introduce innovative learning technologies into the practice of modern education. Modern computer technologies make it possible to create fundamentally new teaching methods using virtual reality on the principle of interactivity and build the learning process in a new way.

At the Department of Uzbek Language and Literature, for the growth of professional competence of students, clinical interns and residents, the principle of modularity is applied, which allows you to change the structure of educational materials and draw up an individual training and communication program. The main task of the modular training system is the formation of competencies, which, in turn, contributes to the application of acquired knowledge and skills in practical activities. A special role in achieving the goals of modular education is called upon to play distance education technologies, the use of modern means of communication, the development of which opens up wide opportunities for students in self-learning with the help of the latest

scientific knowledge. Given this fact, the staff of the department is working on creating training programs in the Moodle system.

Moodle is an abbreviation for Modular Object Oriented Dynamic Learning Environment (modular object-oriented dynamic learning environment). This is a free learning management system, which is primarily focused on organizing interaction between the teacher and students, and is also used to provide traditional distance learning courses [5].

Using Moodle, teachers of the department work on creating blocks, filling them with content in the form of texts, auxiliary files, presentations, questionnaires, test tasks. This is how independent complexes are formed, the assimilation of which is carried out in accordance with the purpose and volume of the content of the material. In our opinion, the program allows you to design, create and further manage the resources of the information and educational environment.

Modular learning makes it possible to clearly structure educational information on the discipline of pedagogy, to determine the content of education and the organization of students' work with complete, logically completed learning blocks. This ensures the constant updating of the material, taking into account the latest achievements in the specialty. The flexibility, effectiveness and efficiency of knowledge, the versatility of methodological counseling enable students to realize the future prospects of learning.

To determine the quality of training in the discipline, a system for evaluating the work of students, clinical interns and residents for the completed elements of the course is provided. Modular learning is based on self-learning, self-planning and self-control, and the teacher conducts motivational, coordinating and controlling management of the learning process.

Thus, in modern conditions, the development of new pedagogical technologies and approaches to the organization of the educational process, the creation of organizational and pedagogical conditions, the implementation of the personality-oriented principle of education and upbringing is an indicator of successful education and the development of professional competencies.

According to A.I.Prigozhy, innovations are purposeful changes that introduce new relatively stable elements (innovations) into the implementation environment. Teachers V.I.Zagvyazinsky and M.M.Potashnik understands innovations as innovations, neoplasms resulting from creativity. N.R.Yusufbekova notes: the innovation process is a dynamic unity of pedagogical innovations, their development by the pedagogical community and effective use in practice on a scientific basis. T.Kh.Oganesova in her study believes that innovation is the creative use of the innovative experience of practicing teachers and theoretical scientific discoveries that give a positive pedagogical effect. V.Kvasha gives the following definition of this concept: "Innovation is the creation of fundamentally new patterns of activity that go beyond the norm, bringing

professional activity to a fundamentally new qualitative level. V.A.Slastenin in his study expands this concept, believing that innovation involves the introduction of new goals, content, methods, forms of education and upbringing, organization of joint activities of the teacher and the student [3].

In relation to the teaching process, this means the introduction of a new pedagogical technology that effectively improves the quality of education, which will contribute to the development of students' analytical and creative abilities, the ability to navigate the information flow and the ability to solve problems.

In accordance with this, it is important to pay great attention to the very process of cognition, the effectiveness of which depends entirely on the cognitive activity and independence of the student himself.

The problem of activation of cognitive activity, development of independence and creativity of students has been and remains one of the urgent tasks of pedagogy. The modern orientation of education towards the formation of competencies as a person's readiness and ability to act and communicate involves the creation of didactic and psychological conditions in which a student can show not only intellectual and cognitive activity, but also a personal social position, his individuality, express himself as a subject of learning [2]. The formation of competencies is possible only through the appropriate experience of activity and communication, and such experience can be obtained precisely in the mode of interactive learning [3].

In the educational process, the need for interactive interaction arises when the teacher does not just require a reproductive reproduction of the content of primary sources, lecture materials, textbooks, but encourages analysis: revealing properties, relationships, the presence of contradictions, assessing, summarizing what has been said, correlating it with other problems, that is doing what in psychology is called problem solving. Since the psychological and pedagogical disciplines are distinguished by their variability, the potential for obtaining many solutions, the variety of points of view that are equally scientific in nature. Consequently, the teaching of these disciplines has its own specific opportunities for the development of creative thinking.

At the moment, the concept of "interactive learning" is being formed and refined in pedagogical science. T.Panina defines it as a way of learning, carried out in the form of joint activities of students: all participants in the educational process interact with each other, exchange information, jointly solve problems, simulate situations, evaluate the actions of colleagues and their own behavior, immerse themselves in the real atmosphere of business cooperation on problem solving [2].

Interactive learning is most consistent with a student-centered approach, since they involve co-learning (collective, collaborative learning), and both the student and the teacher are subjects of the learning process. The teacher more often acts only as an

organizer of the learning process, a group leader, a facilitator, and a creator of conditions for student initiative.

The variety of forms and methods of interactive learning does not allow a review article to give a detailed description of each of them. Therefore, only the most common and frequently used methods and technologies of interactive learning will be considered below.

Forms and methods of interactive learning can be divided into:

- discussion: dialogue, group discussion, analysis of situations from practice, analysis of situations of moral choice, etc.;
- gaming: didactic and creative games, including business (management) games, role-playing games, organizational and activity games;
- training forms of conducting classes (communicative trainings, sensitivity trainings), which may include discussion and game teaching methods.

In conclusion, it should be noted that the use of interactive forms and methods in the process of psychological and pedagogical training at a university contributes, firstly, to the formation of professionally significant personal qualities and key competencies of future specialists, secondly, the development of creative and communicative abilities of the individual, and thirdly, students form self-organizational processes (self-actualization, self-realization, self-assessment, self-affirmation).

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