

PEDAGOGY AND PSYCHOLOGY FOR HIGH SCHOOL STUDENTS

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Abstract: This article provides relevant information for students and teachers on making changes to the concept of teaching this discipline "Pedagogy and Psychology". A list of competencies with decoding for future specialists training in pedagogical and psychological specialties is given. The study highlights the topics and features of teaching the discipline in question in higher education. Organizational (managerial) culture of upbringing multidimensionally reveals the possibility of improving the upbringing and educational process quality. The implementation of the development of the recommended competencies and support with appropriate pedagogical support will gradually bring students to a different (systemic and reflective, rather than chaotic and intuitive) level of mastering a theoretically and methodically complex course of methodological foundations. This will lead to the development of a culture of oral speech, the ability to listen and hear others, to assess one's capabilities, and ideally to define oneself as a subject of professional training "here and now," and to an actual and meaningful need for it as the most important determinant of personal and professional movement.

Keywords: Higher education, Implementation methods, Pedagogy, Psychology, Training course.

1 Introduction

The form of organization of training "Pedagogy and Psychology" is a holistic systematic characteristic of the learning process in terms of the aspects of the interaction between the teacher and the student, the ratio of management and self-government, the features of the place and time of training, the number of students, goals, means, content, methods and learning outcomes [10].

A "high school teacher" is a continuing education program. At the same time, it reflects not only and not so much psychological and pedagogical, but above all methodological and organizational, information technology and ethical foundations of the activity of a teacher of higher education [16]. The program of the discipline "Psychology and Pedagogy" emphasizes the psychological and pedagogical foundations of a higher school teacher's professional activity, and it is explicitly addressed to graduate students as future supervisors, associate professors, and professors (that is, teachers of higher qualifications) [1-6].

The program of the discipline "Psychology and Pedagogy" reflects the psychological patterns and pedagogical features of not only teaching as a type of activity but educational activity in general, including aspects of didactics and psychodidactics, organization, content, especially effective at the present stage forms and methods of teaching at a university, educational technologies [21, 30, 32].

In the program of the discipline "Psychology and Pedagogy" in the section "Fundamentals of psychological and pedagogical design in higher education," the features of the use of both traditional and innovative forms, methods, and means of higher education are considered [29]. At the same time, if the question is raised about the preparation of video lectures and distance learning features, then we are not talking about innovative pedagogy but about modern information technologies that ensure the educational process [38]. The issues of such information technology support of the educational process in general and in particular distance learning, undoubtedly, should be, and they are included in the program (and the preparation of multimedia presentations, and the features and methods of working with students in remote mode). These are technical teaching aids, nothing more, nothing less.

If the question of "innovative pedagogy" is raised, then it should be about the real and effective preparation of a student for teaching with the use of innovative educational technologies, such as interactive ones [45]. Such questions should constitute self-sufficient academic blocks. They should preferably be implemented in the forms of an interactive nature, based on their implementation by the teacher as a "training" component.

2 Materials and Methods

The psychological-pedagogical paradigm is understood as a well-established, familiar point of view, a model-standard for solving a particular class of pedagogical tasks, which, however, continue to be applied, despite the fact that there are already facts in pedagogical science and advanced pedagogical practice that call into question the generally accepted point of view [7]. The concept of "paradigm" became widespread in the scientific literature after the publication of the work of the American physicist, T. Kuhn [34].

2.1 Basic Psychological and Pedagogical Concepts-Categories

The essence of psychological and pedagogical categories is that they represent the most general fundamental concepts, reflecting the most stable, essential, regularly recurring signs of pedagogical phenomena, processes (Figure 1).

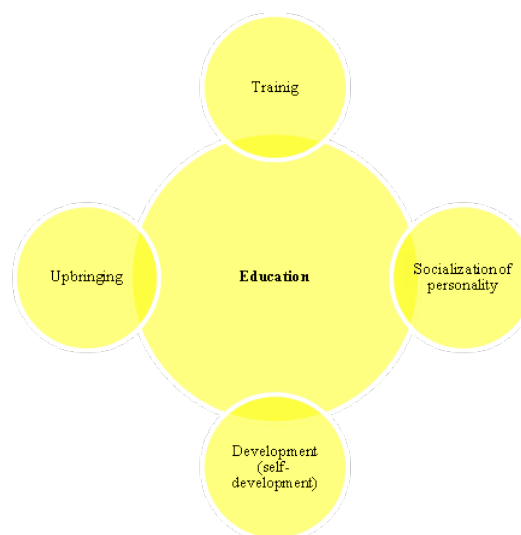


Figure 1 – Pedagogical processes

2.2 The Main Categories and Their Definitions

Education is an individual culture of various types of activities and communication of a person, which he masters based on a purposeful and holistic system of training and education, which at certain stages of its development turns into self-education [11].

Education is one of the types of human activity, which is mainly carried out in situations of pedagogical interaction between the teacher and the pupil in the management of educational, play, labor, and other types of activity and communication of the pupil in order to develop his personality or individual personal qualities, including the development of his abilities for self-education [28, 36, 41].

Teaching is two mutually conditioned types of activity (teaching – teacher's activity and learning – student's activity) aimed at solving educational tasks (problems), as a result of which students acquire knowledge, skills, and subject-based activity skills and develop their personal qualities, including and the ability to self-study [17].

Socialization of an individual is a process and a result of two mutually complementary types of activities of social education and social training with the aim of mastering the social-role functions of the life of an individual and his self-realization in society [22].

The development of a pedagogical (educational and upbringing) system is a process and result of a purposeful, positive change in the system, the most general pattern of which is its transition from a state of development to self-development, upbringing into self-upbringing, and training into self-education [12].

In the process of modern pedagogical research, the so-called methodological principles (approaches) are widely used, which, by rationalizing research activities, make it possible to avoid methodological errors (Figure 2).

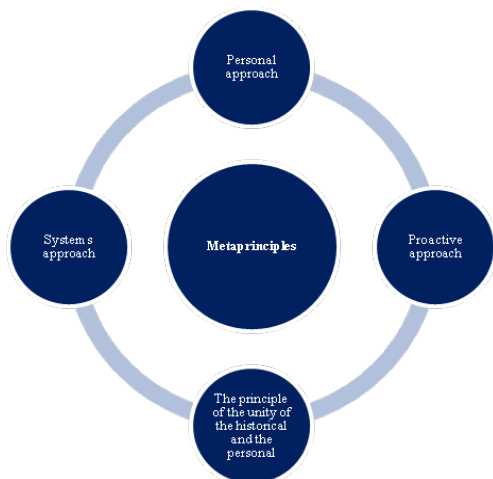


Figure 2 – Methodological principles

The subject of the research is the integral system of education, upbringing, training, socialization and creative self-development of a person.

3 Results

The systems approach as a metaprinciple can be very productively applied from the standpoint of convergence and (or) divergence of educational systems. The system metaprinciple is a synthesis of a systemic and at the same time multidimensional approach to the study of the problems of higher education, the problems of higher education pedagogy [9, 48].

The axiological metaprinciple is viewed as a methodological approach to the analysis of priority pedagogical values in education, upbringing, and human self-development [24, 49]. The idea of values - semantic universals, crystallized as a result of generalization of various situations that society or humanity had to face in history is introduced.

The culturological principle presupposes the level and development of the student's culture. Translated from the Latin language, "culture" is cultivation, processing, care, improvement. Some researchers define culture as "the level of humanity" and "the second birth of a person." The concept of "culture" is most often synonymous with progressive spiritual and material values of both an individual and the whole of humanity, as a process of self-affirmation in a person of truly human principles and qualities. One of the unique characteristics of a person with high culture is the ability for continuous self-education, self-education, self-development [19].

The anthropological approach in pedagogy is such a philosophical and methodological principle, in accordance with which the research is carried out taking into account the achievements of the complex of human sciences in order to

obtain integral and systemic knowledge about a person in the conditions of development and self-development of educational and educational systems [31, 40]. The anthropological approach is used as a metaprinciple that allows, from broad philosophical, psychological, pedagogical, culturological, and other approaches, to determine priority strategies for solving the most pressing pedagogical problems [51]. The subject of research in the field of pedagogical anthropology is all participants in the pedagogical process, their individual evolution.

Humanization of education is the development of educational systems, taking into account recognizing one of the priority values of the teacher and student's personality, the harmonization of their interests, relationships, and conditions for their development and self-development [13]. Personally, oriented pedagogy brings to the fore the person himself, his values, his personal freedom, his ability to predict and control himself. The humanization of education can be facilitated by a radical strengthening of teaching and upbringing's emotional and communicative potential. Humanization of education presupposes its differentiation and individualization on the basis of enhancing the creative self-development of the student's personality [39]. The humanization of modern education excludes an impersonal approach to a person [53, 54, 56].

Synergy for pedagogical systems is a process of interaction of two conjugated, interconnected subsystems (teaching and learning, education and self-education), leading to new formations, an increase in the energy and creative potential of self-developing subsystems, and ensuring their transition from development to self-development [14]. The synergistic approach deals with such self-organizing, self-developing systems as biosystems and social systems [47].

The hermeneutic metaprinciple is most typical for the humanities. Hermeneutics is an ancient Greek word that means "I explain, I interpret." Hermeneutics is currently considered both as a theory and as the art of interpreting texts, translating their cultural content from abstract symbolic forms into real-time cultural forms and meanings [23].

The content of the program of the discipline "Pedagogy and Psychology" is integrated, based on general philosophical, general cultural, general scientific, psychological, and pedagogical knowledge [52]. Taking into account the fact that this academic discipline belongs to the basic part of the professional cycle of disciplines of the training program for a future specialist, the professional psychological culture and competence formed in the process of its development should become an organic and integral part of the structure of professional activity.

4 Discussion

In principle, the practical implementation of the discipline under study, meaningfully, technologically, and methodically, should be aimed at developing personal professional (general cultural, professional, and social-personal) competencies [15]. At the same time, competence is understood as "the ability and readiness of a person to independently apply various elements of knowledge and skills in a particular context" [46].

Analysis of the course content and specifics, its goals, and objectives as an academic discipline led us to the need to specify competencies. And in this case, we should talk about personal and professional competencies.

4.1 Competencies

Willingness to participate in domestic and international research teams' work to solve scientific and educational problems. Explanation: know the main international and domestic projects aimed at solving scientific and scientific, and educational problems [18]. To be able to substantiate their position on the solution of scientific and scientific, and educational issues. Have the skill of participating in domestic

and international teams' work in solving scientific and academic problems.

Willingness to use modern methods and technologies of scientific communication in the state and foreign languages. Explanation: know modern methods and technologies of scientific communication in the state and foreign languages [25]. To be able to use modern methods and technologies of scientific communication in the state and foreign languages. Possess the skills of implementing modern methods and technologies of scientific communication in the state and foreign languages.

Ability to follow ethical standards in professional activities. Explanation: know the principles of professional ethics. To be able to perform professional duties conscientiously, observe the principles of ethics of a higher school teacher, and apply the knowledge gained in their activities. Possess the skill of conscientious performance of official duties, adherence to the principles of professional ethics [27].

Possession of the methodology of theoretical and experimental research in the field of psychology. Explanation: know the methodological foundations of theoretical and experimental research in the field of psychology. To be able to use the methodological foundations of theoretical and experimental research in their practice in the field of psychology. Have the skills to implement the methodological foundations of theoretical and experimental research in the field of psychology [33].

Possession of the culture of scientific research in the field of psychology, including the use of the latest information and communication technologies. Explanation: know the basics of the culture of scientific research in psychology, including the use of the latest information and communication technologies. To be able to use the knowledge gained about the culture of scientific research in psychology, including using the latest information and communication technologies. Possess the skills to develop a culture of scientific research in psychology, including using the latest information and communication technologies [55].

Willingness to organize the work of a research team in the field of psychology. Explanation: know the principles of organizing research work, team management. To be able to competently use the acquired skills and abilities in practice in the organization of research work, in team management [26]. Possess the skill of organizing research work, team management.

Readiness for teaching activities in the main programs of higher education. Explanation: know the theoretical foundations of teaching in the main programs of higher education. To be able to apply modern methods and technologies in specific pedagogical practice to implement modern higher education programs. Have the skills of teaching in the main programs of higher education [42].

4.3 Recommendations Following the Competencies

The future specialist should be able to analyze the logic of reasoning and statements; process, analyze and systematize scientific and psychological information, domestic and foreign experience; carry out the formulation of research problems, substantiate hypotheses and define research objectives; plan and organize it, possess the skills of data processing, their analysis and interpretation, and the development of a scientific research program.

Mastering professional competencies of a cognitive nature presuppose the productive use in the professional activity of fundamental pedagogical and psychological theories, categories, and concepts, as well as "hidden knowledge" acquired inexperience. In the process of mastering the discipline, students expand the knowledge that orientates them in theory, acquire knowledge in the field of research methodology, the specifics of its main stages and the procedure as a whole [35]; the main parameters of the assessment, and how to achieve its objectivity, reliability, and validity.

Mastering professional competencies of a functional nature presuppose abilities, skills, "know-how," and what a person should be able to do in the professional sphere [43].

The ability to critically analyze and evaluate modern scientific achievements generates new ideas in solving research and practical problems, including in interdisciplinary areas [20]. It means to know modern scientific achievements in the field of pedagogy and psychology, to understand the importance of their use in pedagogical activities at a university. Be able to recognize the need for critical analysis and assessment of modern scientific achievements in higher education pedagogy and psychology. Possess the skill of critical analysis and assessment of modern scientific achievements when used in specific pedagogical practice [44].

In terms of expanding the list of competencies that each student must acquire in the framework of mastering the discipline under consideration, it should be said about the importance and necessity of expanding social and personal competencies: social interaction, self-organization, and self-management, systemic-activity nature.

5 Conclusion

The course "Psychology and Pedagogy" is the theoretical basis for the teaching practice of students [50]. First of all, the program must declare classes that allow students to master fundamental theoretical knowledge and only initial skills in organizing and conducting training sessions with students.

The practical component of a higher school teacher's professional training is the most critical and self-sufficient block, which involves not a classroom and independent studies, but an actual exit of the future specialist into the school with the pedagogical support of the teacher-mentor [37].

In practical classes, it is necessary to consider the psychological and pedagogical features of a particular direction (for example, issues of economic education of students in economics) as branches of professional pedagogy and professional activity psychology.

The discipline "Psychology and Pedagogy" works, first of all, on essential cognitive competencies, in other words, on the theoretical training of students who must first know how to work in the classroom. And the actual practice of teaching works on professional skills that are based precisely on essential knowledge competencies. Such skills and abilities cannot be formed within the academic discipline and even pedagogical practice since they "come" to the teacher much later and then "give" the above competencies a systemic level.

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Primary Paper Section: A

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