



Problems of Teaching Psychology

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Abstract: *The current situation associated with the teaching of psychology within the framework of the school can be characterized as contradictory. It can be stated, on the one hand, that scientists realize the need to introduce a psychological component into the content of general education, as well as the need for psychological knowledge on the part of schoolchildren, on the other hand, the absence of psychology in the component of the existing basic curriculum.*

Keywords: *psychologists-enthusiasts, technological component, teaching psychology, methods in teaching psychology, didactic theories.*

Practice shows that psychology as a subject exists either in innovative schools or where there are psychologists-enthusiasts who were able to captivate children and achieve the allocation of hours for psychology as part of elective classes and electives. With the introduction of the position of psychologist in educational institutions, a huge step was taken towards the humanization of educational practice. Technological component of the methodology of teaching psychology, there are also a number of problems here. So, for example, V. Ya. Lyaudis writes that "it is impossible not to notice the big gap that exists today between the degree of validity and use of active methods in teaching psychology itself and those of its provisions that are fully implemented only in scientific research psychologists, but not in the teaching of psychology" it is necessary to rely on the methodology of the humanities, general pedagogical and didactic theories, i.e. develop methods of teaching psychology as a scientific branch. The problem is the branch affiliation of the methodology. Methods of teaching psychology as an academic subject previously existed only in the training of psychologists, and in a number of general professional disciplines. Considering the methodology of teaching psychology as a scientific and pedagogical branch, one can state its poor development, which is manifested, in particular, in the following: a significant predominance of applied research over fundamental research in this area; the diversity and inconsistency of goals, objectives, approaches to teaching psychology, implemented by various researchers and practicing psychologists; the absence of a system of methodological principles and patterns. The need to systematize the accumulated experience in the field of methods of teaching psychology and its rethinking from the position of pedagogical science, to determine the methodological foundations of this scientific branch and its further development. The goals of general psychological education: 1) the formation of a system of scientific knowledge among students about psychology as a developing field of scientific knowledge and practical activity, about the psyche and its manifestations, serving as the basis for: a) the formation of the psychological culture of students, b) the development of cognitive experience, c) broadening one's horizons (including for vocational guidance), d) development of cognitive abilities, general educational skills and abilities; 2) meeting the needs of students in self-knowledge and creative self-expression; 3) development of skills of self-control, self-regulation, self-organization; 4) the formation of ideas that contribute to the formation of a

positive emotional and value attitude towards oneself, one's health, other people, self-development, self-realization; 5) help in understanding one's own system of values, support for the process of forming an individual approach to overcoming life's contradictions, choosing a life strategy. In the learning process, it is necessary for students to organize reflection on their own psychological experience and "bring" the worldly concepts formed in them to scientific ones. The use of scientific objects (facts, concepts, models) should be built in such a way as to structure and enrich the subjective psychological experience of children and lay the foundation for its further development. Psychology as an academic subject is presented in the curricula in the modern school in the form of elective courses, electives and special courses in the structure of the school component of the basic curriculum. The more psychology develops as a specific social practice, the more culture becomes psychologized. Society and culture, meeting in the course of personality development, represent the "socialization" and "culturation" of the individual. In the process of socialization, the child learns and appropriates the culture that surrounds him - this process is called "culturation". According to Ya.L. Kolominsky, "culturation" is the basis for the formation of a "psychological culture" of a person. V.A. Sukhomlinsky - "psychological culture" "the ABC of self-knowledge and self-affirmation, the culture of the spiritual life of the individual." According to L.S. Kolmogorova, "psychological culture" contains a number of characteristics that determine the readiness to effectively solve a range of everyday tasks and includes the main parameters of personality development. The components of "psychological culture" should be: 1) *psychological literacy*; 2) *psychological competence*; 3) *reflection*; 4) *cultural creativity*; 5) *value-semantic component*. Under the "psychological culture" is understood (Ya.L. Kolominsky) the totality of knowledge, ideas, psychological activities that are inherent in a given society and personality: this is how a person tends to perceive and comprehend the world around him, and how it is customary in a given society to conceptualize personality, what are the principles of the relationship of people to each other. System criteria: Psychological awareness, Constructive activity in the interpersonal space, Self-regulation activity in the intrapersonal space, Reflective activity, Positive "I-concept" in general. Functional criteria: Psychological readiness for self-knowledge, Depth, consistency of psychological knowledge, Ability to transfer psychological knowledge in situations of psychological activity, Flexibility of behavior in relations with others.

The problem of the goals of teaching psychology is one of the most important in the theory and methodology of teaching psychology, since in accordance with them the content is determined, forms and methods of teaching.

Based on the analysis of psychological and pedagogical literature it was found that the training of psychology has a huge historical experience, which reveals in sufficient detail - in the textbook of the doctor of psychological sciences V.N. Karandasheva.

The scientist considers the features of learning psychology in different historical periods, notes that in the XVIII– In the 20th century, the teaching of psychology was unstable, and leads facts supporting this phenomenon. Taking into account features of teaching psychology, considered by V.N. Karandashev, we note that the goals of teaching psychology in divided historical period were due to social economic situation of social development, the need for society, the requirements for the quality of education and the level of science development.

The study of textbooks on the methodology of teaching psychology made it possible to establish the variability of goals teaching psychology and identify different approaches of scientists to their definition. Let's consider these approaches. When determining the goals of teaching psychology, some scientists take into account the direction of those disciplines within which undergoes training in psychology, for example, philosophical, natural scientific or humanitarian. Thus, in the 18th and 20th centuries psychology was taught as part of a course in philosophy and performed an informative function. In connection with this, how notes the candidate of psychological sciences M.V. Popova, the goal teaching the psychology of students during this period was the study only some psychological concepts and categories. The purpose of teaching psychology in higher education at this time is determined by the level of preparedness of psychology teachers.

As V.N. Karandashev, "certain requirements for the design of psychology teaching programs at universities was not, so each teacher put into the course something maintenance, which he considered necessary depending on his interests resources and the level of their training". The study of psychology was mainly theoretical training specialists and ensuring perfect mastery of methods experimental research and empirical work.

Currently, the goals of teaching psychology determine with the peculiarities of its content as a humanitarian discipline us. In this regard, as the doctor of psychological sciences notes V.Ya. Laudis, the goal of teaching psychology is to master research institute "theoretical and practical knowledge and methods building interaction and communication with people in various conditions of their life". Based on this, the study of psychology, according to the scientist, should not be limited and be able to solve simple tasks to study perception, memory, comparison, classification and generalization. It should be aimed at developing skills to apply methods of understanding actions of people, on the transformation of the conditions of their own inactivity, to the development of psychologically more complex types of intellectual activity. The same approach held by V.N. Karandashev. In his opinion, the interest of learning students studying psychology is due to their ideas about psychology was taught as part of a course in philosophy and performed an informative function.

Besides, the interest of learning students studying psychology is due to their ideas about psychology as a humanitarian discipline, which is a dividing in setting learning objectives and in the selection of holding courses in psychology. Therefore, the goal of training psychology is defined by him as the orientation of students for a degree in psychology or profession of a psychologist.

Along with the above approach, V.N. Karandashev there is another approach, according to which the learning objectives psychology are determined taking into account the characteristics of various branches of psychology studied in the framework of educational programs of a certain direction. The doctor of psychology draws attention to the same approach. B.Ts. Badmaev. They point out that in teaching psychology, it is necessary to take into account the features of the content branches of fundamental and applied psychology.

In this connection, the training of psychology, according to the scientist, should be aimed at mastering the fundamental and applied psychological knowledge, on the form developing their skills to apply this knowledge to solve practical tasks and the development of research skills. Note that fundamental psychology assumes the study of mental phenomena characteristic of a person (or animals) in general, general psychological patterns, which take place in all spheres of mental life. Branches of fundamental psychology include general psychology, personality psychology, differential psychology, psycho- physiology, neuropsychology, social psychology, psycho-developmental psychology, psychology of abnormal development (or special social psychology), comparative psychology and animal psychology, etc. Applied psychology involves the study of psychological problems specific to neither certain areas of life nor the professional activities of people. To industries applied psychology include educational psychology, legal psychology, economic psychology, psycho- labor science, medical psychology, psychology of art, psychology of religion, family psychology, etc.

Let us name the learning objectives of some industries included in educational program in the direction of training Psychological and pedagogical education. Students in accordance with the specified educational program study the following psychological branches: the psychology of development, history of psychology, educational psychology, general psychology, psychological counseling, psychology children of primary school age, personality psychology, methodology of teaching psychology, etc.

The purpose of teaching developmental psychology is to form students' competence in understanding mental development of a person in ontogenesis and the study of general patterns of development of various mental processes. Teaching the history of psychology is aimed at revealing the history of

stages in the development of psychology, events related to scientific discoveries in different historical periods, on analysis of the current state of development of psychological science.

The purpose of teaching educational psychology is to professional training of the future psychologist in the sphere of education studies in the field of educational psychology, involving acquaintance with the content of the theories of training, education and development, the main educational programs for teaching students of preschool, primary school and teenage ages, applying the acquired knowledge to ensure psychologically comfortable educational environment of all subjects projects of the educational space.

The purpose of teaching general psychology is the assimilation of general regularities of the functioning of the psyche, the knowledge of which necessary to familiarize yourself with the content of academic disciplines psychological cycle. The purpose of teaching social psychology is to study mental phenomena arising from the interaction of people together; the study of processes aimed at understanding people each other; study of the nature of interpersonal relations.

Psychological counseling is aimed at development of students' competence in the implementation of such areas of professional activity of the future teacher goga-psychologist, as psychological counseling.

The purpose of teaching the psychology of children in elementary school age is the formation of a system of knowledge about psychology junior schoolchildren, acquaintance with specific laws dimensions and individual characteristics of mental development of children of primary school age, development of skills determine these patterns and take them into account in educational process.

Personality psychology is aimed at the formation of pre- statements about the psychological side of the personality; for the study of regularities of functioning of normal and abnormal personal development in nature, society; for the study of visual psychological characteristics that affect the development personality development. The purpose of the methodology of teaching psychology is to form building a system of knowledge about the goals and content, forms and methods of teaching psychology in educational institutions psychologically comfortable educational environment of all subjects' projects of the educational space.

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