

EFFECTIVE INNOVATIVE METHODS OF TEACHING PSYCHOLOGY

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Abstract. one of the actual tasks in the methodology of teaching psychology is the transition to an innovative path of development. To implement innovative activities, specialists are needed who have the methods, means and forms of managing innovative processes. This article is devoted to the consideration of innovative technologies in psychology in higher educational institutions

Keywords: *method, conversation, explanation, problem-based learning, verbal learning.*

Currently, the problem of innovative searches in the educational process has become particularly relevant. Active methods of teaching at the University, first of all, mean new forms, methods and means of teaching, called: problem lectures, seminars, discussions, business games, methods of mathematical modeling. As well as comprehensive course and diploma design, production practice, etc. As in other disciplines, when developing methods of teaching psychology, one should take into account the fact that the student is both an object and a subject. If the teacher does not cause the students to have a goal that is adequate to their goal, then the act of training will not be able to take place and the method of influence will not achieve the desired result. At the same time, the student's goal should not coincide with the teacher's goal, it should only correspond to it. The teaching of psychology is based, first of all, on the teaching methods known in the world pedagogical practice [2].

Updating the content of education, developing new training technologies allow us to solve such important tasks of professional training as acquiring deep and versatile knowledge; developing analytical abilities and critical thinking of future specialists; developing the ability to quickly and effectively solve emerging professional problems; developing a sense of responsibility for their actions; developing self-analysis and awareness of their own capabilities; awakening creativity, initiative, imagination; developing sociability; formation of a global vision of the world [5].

In this regard, the indisputability of using innovation as the basis for achieving the above-mentioned goals and solving these tasks, as well as the strategic competitive advantage of an educational institution, does not require special evidence. Over the past decades, research has been conducted to create a system of training with guaranteed high performance, which involves the development and implementation of innovative training technologies: personal-oriented, interactive, modular, reflexive-creative, information and computer training, etc. [1, p. 9].

Teaching psychology in higher education in the context of an innovative model of education is becoming more and more difficult. Modern teachers should not only be competent in the field of their specialty and ready to share a deep knowledge of the subject taught, but also possess new educational technologies that ensure the active involvement of students in educational, research and independent work. Teaching psychology requires the organization of such training that would ensure a natural transition from the leading educational activity to the professional one with the corresponding transformation of motives, means, methods and results of activity. This can be achieved only by implementing the principle of professional orientation of all components of training, which allows the future psychologist to improve their professional competence, learn to take an active position, forming professionally demanded personal qualities.

The most effective way to solve problems that arise in the process of professional orientation of students is to use a system of methods of problem-based learning, the most important function of which in the study of psychology is the maximum development of mental activity and creative abilities. Due to its

specificity, mental activity is always causal in nature, striving for a deep insight into the essence of objects and phenomena.

Problem-based learning is a teacher-organized method of active interaction of the subject with the problem-presented content of training, during which he learns to think and creatively assimilate knowledge. The use of methods and techniques of problem-based learning puts the student in such conditions when it is necessary for him to use the available stock of psychological skills and abilities, to show creativity, choosing a way to solve a problem situation. The general condition for the success of problem-based learning is the high professional skill of the teacher, which consists in creating such problematic psychological situations that would correspond to the cognitive capabilities of each of the students.

Problem-based approach to teaching psychology allows you to:

- through problem tasks based on the use of the media and the Internet, significantly increase the volume of learning about mental activity and psychology;
- using the accumulated material on the topic, teach students the choice, argumentation, classification, systematization, interpretation of individual facts, judgments, phenomena.
- using interactive methods, role-playing, business games, teach students the ability and effective methods of interaction with colleagues;
- using problem situations in small groups, increase the share of direct communication on psychology, encourage meaning-making, replace the traditional process of knowledge translation with the assimilation of the mechanism of their acquisition [4].

The use of methods and forms of problem-based learning contributes to the integration of educational and research processes across the entire canvas of professional training of students. Research work in all subjects, including psychology, is a strong catalyst for the intellectual potential of students, allowing them to increase their cognitive independence. Practice shows that the best effect in the organization of research work in psychology is the formation of groups that conduct research on an interdisciplinary basis with a wide application of psychological terms. At the same time, the teacher should maximize the interest of future specialists in the problem, since the student makes every effort to perform research work only if he / she is able to understand its purpose and content and finds them professionally significant for his / her future professional activity.

In our opinion, we need to clearly understand the key advantages of multimedia and strive to make the most of them. And the main advantage is the ability to create vivid and memorable images, as well as the ability to compare and contrast them.

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

In conclusion we have found that the formation of a creative personality of a specialist capable of innovation is the main task of higher professional education. Innovative technologies are designed to solve not only this problem, but also a number of other important socio-economic and pedagogical problems. When implementing innovative technologies in the practice of higher education, it is necessary to take into account a reasonable ratio of standardization and innovation processes related to the curriculum and content of academic disciplines. In turn, when developing the state standard, it is necessary to provide for the possibility of updating the criteria and the nature of knowledge in accordance with the requirements of life. Standardization does not exclude, but rather involves the search for innovative approaches to learning.

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