

§2.4. TEACHING PSYCHOLOGY: HISTORY AND MODERN TENDENCIES OF DEVELOPMENT

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated June 7, 2019 No 472 "On measures to further improve the system of training in the field of psychology and prevention of crime in society" pays special attention to the training of psychologists in our country. The scope of work to be carried out in this area has been determined. At present, the system of training specialists in the bachelor's degree programs in "Pedagogy and Psychology", "Psychology" in the universities and pedagogical institutes of the Republic has been further expanded.

The most important goal of modern education is to bring up a person who is capable of self-education and self-development, who can express himself freely and independently as a person in society, culture, profession. Developmental education prioritizes the creation of conditions that help to activate the creative potential of the student in all areas (emotional, personal, spiritual and moral).

Activity-oriented education is increasingly used in practice, the main task of which is to develop students' ability to acquire knowledge based on their own experiences. Learning activities are aimed at effectively influencing the child's mental and physical health, creating favorable conditions for personal growth.

Scientific psychology as an independent science was formed in the second half of the nineteenth century and throughout the twentieth century. has come a long way in development. It has become one of the recognized fields of scientific knowledge.

In many countries, the methodology of teaching psychology is in its infancy, despite the fact that the teaching of psychology itself has as long a history as the science of psychology. Work on the methodology of teaching psychology has been published throughout the twentieth century, but they have appeared very rarely and have shed light on only some aspects of this field of activity.

Although interest in psychology as a field of science and practical activity has clearly prevailed throughout the twentieth century, although most psychologists have volunteered to work as psychology teachers. Successful teaching of psychological sciences requires in-depth knowledge of scientific and applied psychological knowledge. However, experts say that psychology as a subject and a science is not exactly the same thing. The course of psychology has its own didactic tasks, and to teach it successfully, not only psychological knowledge is required, but also the ability to teach it.

The science of psychology is always trying to identify and study philosophical and sociological knowledge. During the years of independence, the science of psychology began to be seriously studied in our country. In particular, psychology has been recognized and studied as a science in research institutes, universities and secondary special educational institutions. The wide opening of the way to foreign countries by the leadership of our country, the growing attention to talented young people and scientists have a positive impact on the development of psychology. At the present stage of the study of psychology in all universities, our main goal should be to identify specific theoretical and practical tasks to prepare students for future careers. The study of psychology should set itself the task of psychologically preparing young people in the current situation, preparing them in the spirit of patriotism, the formation of new thinking.

V.YA. According to Lyadus, psychology should be interpreted as a socio-historical science. This does not mean that the research in its composition does not reject the methods of the natural sciences. In this case, humanitarian perception implies a different attitude of the subject to the object of study. [6] In this regard, according to M. Vakhtin, the perception of an object and the perception of a person are two different things. The

object is perceived one-sidedly, and the subject to the end. Based on the characteristics of human cognition, the subject, goals and objectives of science are determined.

The subject of the methodology of teaching psychology is the teaching process and the methods and means that ensure the effective acquisition of knowledge by students, as well as the pedagogical process, teacher-student relations.

The purpose of the methodology of teaching psychology is the theoretical and practical acquisition of knowledge, methods necessary to communicate and interact with people in different life situations;

Teaching psychology focuses not only on changing other people's behaviors, ways of thinking, but also on teaching people ways to change themselves.

Teaching psychology in the XVIII-XIX centuries. The history of teaching psychology in universities can be divided into several periods. Repeated changes to the University Charter have also had an impact on the subjects taught in them. Like the science of philosophy, psychology has also been excluded from the curriculum several times and re-established after a long time. Undoubtedly, the experience gained in teaching specialists and psychology during this period has also been lost. The teaching of psychology in religious educational institutions has long been influenced by religious traditions.

The first university was established on January 12, 1755 in Moscow. It had faculties of law, philosophy and medicine. There were four professors at the Faculty of Philosophy. The professor of philosophy taught students logic, metaphysics, and ethics; a professor of physics taught experimental and theoretical physics, a professor of fine speech taught students oratory and poetry; professor of history taught Russian and other subjects. Psychology as a separate subject was not included in the curriculum of the Faculty of Philosophy of the first Russian university. (Ribnikov, 1943).

Psychology is taught in other disciplines. In particular, in the courses of public speaking and rhetoric, special attention is paid to the problems of psychology.. In the textbook "Rhetoric", published in 1748, MVLomonosov consistently tried to express the knowledge of psychology. In particular, his views on feelings and passions were very close to Spinoza's teaching. Subsequent published manuals cover psychological aspects in more detail. For example, A. Glagolev's book "Observable and Experimental Fundamentals of Sozamollik " (1834) has a special section called "Theory of Sozamollik, derived from the preface of psychology. " The chapter covers such chapters as "On the abilities of the soul", "On the talent of the poet, writer and artist", "The trinity of the subject and purpose of beautiful speech, inspired by the three forces of the mind" (Ribnikov 1943).

Psychology, in turn, is also taught as an integral part of the science of philosophy. The first lectures on philosophy were read by Froman in 1761-1765, who taught logic, ethical philosophy, and metaphysics. A few years later, Shaden gave lectures on "Early Fundamentals of Philosophy" and "Natural Philosophy."

Early lectures on philosophy and psychology were considered oral expressions of "approved for use" textbooks. According to Froman Winkler's textbook, others gave lectures using Baumeyster's and Krieger's manuals (Ribnikov, 1943). Later, in the 19th century, the books of Jacob, Snell, and Lodi began to be used as textbooks.

The complexity of teaching psychology is that in those days the lecture was taught in German or Latin. The Statute of January 12, 1755 also left open the question of reading lectures in German or Latin. Article 9 of the Statute stated that "All public lectures must be submitted in either Latin or Russian, depending on whether the professor is Russian or foreign" (Ribnikov, 1943, 44). However, Russian professors also preferred to read lectures in Latin because all manuals were in Latin. It was considered a sign of science and good tone. The students, on the other hand, did not master these languages well because they knew them poorly.

The content of the philosophy and psychology courses was far from life. That is why there were very few people who wanted to study and teach this science. For example, 5 of the first to teach philosophy at Kazan University attended Voigt's lectures, while his follower Lubkin's audience numbered 41, of which only 14 attended regularly.

The first textbook on psychology in Russia was *The Science of the Soul*, published in 1796 by Mikhailov. This book seeks to shed light on specific aspects of psychology. The Charter of 1804 did not provide for psychology as a separate subject. Issues of psychology are covered in philosophy courses. The programs taught at that time were not preserved. The report was read orally based on the available instructions.

In 1834, AIG Alich's book *The Portrait of a Man* was published. According to BGanan'ev, Galich's book differed from the religious psychological views of the time. The first chapter of the book, entitled *Body Didactics*, focuses on the direction of the body, body system, and body parts. and sleep, limitation in the body, and non-normality) and then concludes with the doctrine of temperament. In the second part, entitled *The Spirit*, he developed his own psychological views. Continuing Locke's teachings, Galich analyzed the psyche from sensitivity, observation, imagination, and imagination. He calls the next stage "free knowledge" and considers it at different stages. As a result of the connection between "bound" and "free" cognition, memory is formed as a "method of direct and mixed cognition."

Based on the development of emotional experience, thinking, and memory, a person not only knows existence but also knows himself. According to Galich, self-knowledge begins to manifest itself with the development of consciousness. The transition from consciousness to self-awareness is associated with the "practical side of the soul," the will. (Ginetsinsky, 1983)

The Charter of 1863 restored the full teaching of philosophy and psychology in universities. (Ribnikov, 1943.).

Many times in the history of Russian universities, psychology has been included or excluded from the curriculum. The main reasons for this are:

1. Lack of adequately trained professionals ;
2. Insufficient methodological manuals needed to teach it;
3. Insufficient number of hours for teaching.

A group of teachers was sent abroad to prepare for their professorial activities.

The activity of MMTroitsky, who headed the Department of Philosophy at Moscow University from 1874 to 1896, coincided with the formation of world psychology as an independent science. Undoubtedly, the role of universities in this period was unparalleled. Many teachers who had nothing to do with religious academies grew up. Professor N. Ya. Grot (1886) and Lopatin (1888) were the first swallows.

Since there are no special requirements for the psychology curriculum at universities, each teacher considered the content of the course to be important and included information according to their level of preparation and interest.

shot by Troitsky at Moscow University were based on English empirical psychology. In a series of works in the 1980s, Troitsky argued that psychology was an independent science, and that psychology as a science of the soul was the study of psychological facts through scientific (positive) methods, primarily through subjective analysis, that is, self-observation. he said. (Jdan, 1995).

The course of psychology in Lopatin's interpretation was a peculiar reversal in which a more philosophical nature was stronger and less attention was paid to the achievements of psychology of that period.

The information provided by Lopatin at Moscow University was in many respects very close to the courses offered by E. Bobrov at the University of Kazan and the University of Warsaw. then it is necessary to enrich the science of psychology with

historical content. (Ribnikov, 1943). The programs based on Bobrov differed sharply from the data in the lectures of his contemporaries. This was a new approach to the historical interpretation of psychology.

Professor N. Ya. Grot (1852-1899) began teaching psychology in 1876, first in Nezhin (Institute of History and Philology) and then in 1883 in Odessa (Novorossiysk University). In 1886 he was invited to the Department of Philosophy at Moscow University.

N.Ya. Groth's contribution to the teaching of psychology as a separate discipline is great. He taught psychology at Moscow University for 13 years (1886-1899). Grot's lectures were distinguished by their theoretical and practical aspects. He chose the subjects he was interested in as the subject. For Grot, the auditorium was a kind of laboratory, where he gave the audience a basis for his ideas. The audience went through the creative path of creating a psychological system together with the speaker.

Although Groth said that "psychology can achieve strict regularity and ideal accuracy only if it is an experimental science in its research and conclusions," its courses were not rich in data of an empirical nature (Ribnikov, 1943).

The success of the course was demonstrated by the teacher's skillful management of the audience's self-observation, psychological analysis of the works of art, and extensive use of workshop sessions.

Groth is the founder of the idea of using seminars in teaching psychology and putting it into practice.

Grot organized the workshops into 3 different types.

1. He listened to students' critical comments on the lectures he read.

2. Students were given free topics on the basis of which students prepared an abstract. In particular, he recommended the following topics to students.

On the role of psychology in the system of scientific knowledge; Classification of mental phenomena; About character; About consciousness; About desires; About emotion;

3. Students prepare theses on the problems they have studied.

MI Vladislavlev was the rector of St. Petersburg University and lectured on psychology. The content of his previous lectures was reflected in the two-volume textbook "Psychology" (1881). This book systematizes the psychological and experimental-psychological knowledge accumulated so far. In his view, the will leads within the mental structures. Vladislavlev widely used methodological methods such as intellectual experiment (experiment), semantic analysis of psychological concepts, psychological analysis of works of art as a manifestation of the method of introspection.

In the early twentieth century, the department of philosophy was taught psychology by famous philosophers AIVvedensky, NO Lossky, SL Frank. Professors N. Ye. On the development of psychology and education at St. Petersburg University. Vvedensky, VA Wagner, AA Ukhtomsky, VM Shimkevich were very influential.

In the early twentieth century, due to the growing interest in the science of psychology, experimental and applied psychology began to develop rapidly. Accordingly, psychological education also developed.

In 1905, radical changes took place in the teaching of psychology in higher education. P increased the number of psychology courses and the number of hours devoted to them. The number of teachers and their listeners has increased. In addition to lectures, practical and seminar classes on experimental psychology were organized. Illustrative experiments with tools began to be demonstrated in lectures on psychology. This was the biggest innovation in teaching psychology. The empirical psychology began to be taught as a science.

Changes at the University of Moscow GIchelpanov (he began teaching at the university in 1907). His work played an important role in the development of psychology and psychology education. GIchelpanov 's numerous courses, seminars and workshops cover a wide range of experimental psychology. From 1907 to 1922 the content of the courses he studied at Moscow University remained the same, but the content was constantly changing. In particular, the course of experimental psychology was taught for the first time in Russia. There was no experience of demonstrating an experiment on this course, for which it was necessary to know the methodology of conducting it. From year to year, these courses have been methodologically improved in terms of content.

team work in the laboratory, a course of experimental psychology was formed (1909-1910). In the following years, the content of the course became clearer. Practical acquaintance with the methodology and techniques of experimental research In 1912, Chelpanov successfully founded the Institute of Psychology at the University of Moscow. Here, an education system that is new to many relationships has been introduced. It is distinguished by the combination of high-level theoretical training with experimental research. Teaching was closely linked to research activities. The Chelpanov school trained a generation of professionals who later became great psychologists. They are SVKravkov, NIJinkin, AASmir nov, NADobrinin, VMEkzemplarskiy, PARudik, UNEPlov, NA Ribnikov and others. (Jdan, 1995,)

The first edition of Gichelpanov's book "Introduction to Experimental Psychology" ("Introduction to Experimental Psychology") 1915; second edition 1918, third edition 1925). This book was used by the participants of the seminar on experimental psychology as a basic textbook.

Thus, in the early twentieth century, the teaching of psychology at Moscow University was carried out in a systematic way, connecting, supplementing and expanding with other disciplines. Initially p attended a basic course in psychology, then seminars on experimental psychology, special courses in psychology, seminars on general and experimental psychology. Thus the student will have a great deal of preparation in experimental psychology step by step independently. The system proposed by GIchelpanov was later adopted by other universities.

Chelpanov's success was due to his organizational and creative work in the use of psychological experiments in the teaching of psychology. The educational process and scientific research are inextricably linked. The system of experimental psychology developed by Chelpanov, the experience of creating special manuals also had an impact on the further development of psychology and its teaching methods. Subsequent literature on experimental psychology was also published in the form of Chelpanov's book "Introduction to Experimental Psychology". For example, Kornilov's "Workshop on Experimental Psychology", Lyubimov's "Workshop on Experimental Psychology" and Artyomov's work of the same name.

Psychology or course and experimental psychology data in other universities further enriched with. A. Vvedensky at St. Petersburg University, NNLange at Novorossiysk University (Odessa), Lakefeld in Kharkiv conducted psychology classes.

Professor N. N. Lange (1858-1921) also played an important role in the history of teaching psychology. He was a student of V. Wundt, one of the first Russian psychologist-experimenters.

Lange's courses are listed as one of the best courses in psychology. In his lectures, he criticized traditional psychology and tried to turn it into a science with an experimental base. His "Psychology. Basic Problems and Principles "(1922) allowed us to draw conclusions about the quality of his speeches.

Professor AF Lazursky studied psychology at the Institute of Psychoneurology in St. Petersburg. In this course, he used the results of experiments to try to explain

psychology in relation to everyday life. The book "General and Experimental Psychology" (1912) reflects the content of his lectures.

At universities were conducted by scientists who had gained experience in the best laboratories in Europe. For example, in the laboratory of Lange and Chelpanov Vundt, Belkin and Nechaev They operated under the leadership of Müller. Textbooks of foreign scholars have been translated and published (Titchener, 1914).

Courses in psychology are not taught in all faculties, but only in the philosophy departments of the Faculty of History and Philology. Although the specialists in P psychology were not divided as an independent group, the students of the philosophy group would be divided into philosophers and psychologists according to the direction of their interests.

In the laboratory of experimental pedagogical psychology since the autumn of 1904 courses were taught on the basis of the following programs: "Introduction to Psychology" (AFLazursky); The Doctrine of Character (AFLazursky); "Introduction to Psychology" (APNechaev); "History of Psychological Problems" (APNechaev); "Education as a Subject of Scientific Research" (DADril); "Difficult Children in Educational Relationships" (DADril); Psychology of External Emotions (AAKrogius); "Pathological pedagogy" (ASGriboedov); "History of Pedagogy" (IILapshin); "Hygiene of children and students" (NPGundobin); "Physiology course" (VIBortanov); Brain Anatomy and Physiology (LVBlumenau); "General course of physiology" (IRTarkhanov); Anatomy IE (Shavlovskiy); "Fundamentals of Statistics" (VGYarotsky) and others.

Founded in October 1908, the teaching of psychology at the Pedagogical Academy was further expanded, and pedagogy and psychology began to function.

The students of this academy had to have graduated from higher educational institutions. Practical training was conducted not only in laboratory rooms, but also in special experimental schools. In the 10s and 20s of the twentieth century, psychology began to be taught in teachers and pedagogical institutes.

At the beginning of the twentieth century, many universities began to teach applied areas of psychology. In addition to general and experimental psychology, courses in pedagogical and differential psychology were taught. The content of P psychology courses can also be inferred from the literature published at the time. For example, three editions of MMRubinstein 's Essays on Pedagogical Psychology (last 1920). _ From 1915 to the 16th academic year he was an associate professor at Moscow University PPBlonskiy in The book " Pedagogical course" ("Introduction to child rearing", 1915) was published. It was the most perfect of the courses created in pre-revolutionary pedagogy. In 1 907 Moscow is a university and associate professor ND Vino gradov began a mandatory b immortal course in pedagogical psychology. The content of this course is reflected in the two-volume book "The relationship between pedagogical psychology and general pedagogy" (1916). (Ribnikov, 1943)

lawyer read lectures on legal psychology. Since 1906, E. Clapared has been giving lectures in Geneva on " Judicial Psychology. " R.Sommer Gessen da He conducted the "International Course in Forensic Psychology and Psychiatry " at the DADril Institute of Psychoneurology. He took a special course in Forensic Psychology.

In this period The restructuring of university education has also affected the size and content of the psychology course. At the end of 1919, the faculties of law and history and philology were merged and the faculties of social sciences were established. In 1925, the social faculties of the universities were reorganized into the faculties of ethnology and law. In 1930, institutes independent of university faculties were established. Moscow a va In St. Petersburg, institutes of history, philosophy and literature were established on the basis of the university 's humanities faculties.

1929 he began teaching psychology at the faculties of social sciences, physics, medicine and ethnology at Moscow University. In the same year, the Department of Medical Psychology was established at the university and was headed by Professor ANBernstein.

In 1925, the Institute of Psychology was separated from the university. After the separation of the humanities faculties from the university, the teaching of psychologists (1931) was stopped. In 1931-1941, no psychology was taught at Moscow University, and no scientific research was conducted. The system of training psychologists did not work either. (Jdan, 1995).

The recovery of the psychologist at those universities was much delayed. In the early 1940s, psychology departments were opened at the philosophical faculties of many universities to train psychologists.

In 1941, the Faculty of Philosophy was re-established within Moscow University, and in 1942 the Department of Psychology was established. P Professor SLRubinstein was appointed its director. Psychology courses were first taught at the faculties of philosophy and philology, and then at the faculties of history, biology, law, geography and economics. The faculty and courses were conducted at the Faculty of Mechanical Mathematics and International Relations. UNEPlov, ANLeont`yev, SVKravkov, AASmir nov, ARLuria, P.Ya.Galperin and others were invited. Along with Snu, the tradition of linking the teaching of university psychology with scientific activity has also been revived. The integrity of scientific and educational activities has led to the involvement of both students and graduate students in scientific activities. The purpose of teaching psychology was to train specialists who had a great deal of theoretical training, a good knowledge of experimental research methods, and the ability to conduct empirical work. Moscow University has become a very large school for the training of highly qualified personnel. From 1 951 ANLeontev headed the psychology department of the university and continued to improve psychological education. (Jdan, 1995, 140).

In 1940, the Department of Philosophy and Economics of the Faculty of History of Leningrad University was transformed into an independent faculty. In 1944, the Department of Psychology was established at the Faculty of Philosophy and headed by BGAnanev.

1950s, the teaching of psychology in pedagogical institutes also improved. General psychology, youth and pedagogical psychology most popular courses and disciplines. In addition to lectures, practical training began. In 1970 he graduated from the Pedagogical Institute under the editorship of AV Petrovsk A textbook for students has been published.

The most important aspect in the history of teaching psychology has been the publication of many textbooks. In 1938 a textbook on psychology edited by KNKornilov, UNMeplov, LMShwarts, and in 1940 SLRubinstein's fundamental book "Fundamentals of General Psychology" ("Fundamentals of General Psychology") was published. had a positive effect. In 1956, a textbook on psychology was published by AASmirnov, ANLeontiev, SLRubinstein, UN.

60s of the twentieth century, best practices were formed in the field of psychological education - in the system of training psychologists and other specialists.

In 1966, faculties of psychology were established in several universities - Moscow, St. Petersburg, Yaroslavl and Tbilisi.

One of the most important innovations in the system of postgraduate education was in 1968, when the HAC (Higher Attestation Commission) separated psychology from the system of pedagogical sciences and included it in the list of independent disciplines for which an academic degree is awarded.

and 80s of the twentieth century, psychological education gradually expanded. Specialists began to be trained in the psychology departments of many universities. In

pedagogical institutes, instead of one psychology course, two or three courses, such as general psychology, youth and pedagogical psychology, were taught. Special courses in psychology became popular.

In the late 1980s, interest in psychology, psychologists, and psychological education increased.

Since the 1990s, taking into account the need for highly qualified psychologists, many educational institutions have organized 9-month short-term courses for specialists with higher education in other fields.

The following main objectives of teaching psychology are highlighted:

1. Development of knowledge, skills and values relevant to psychology as a field of science and practice. Objectives in this category define the specifics of psychological education. The responsibility for the development of students and the assessment of their knowledge in these areas, first of all, falls on the faculty teachers in the process of conducting training sessions and consultations;

2. Knowledge, skills and values relevant to general education, which will be further developed in the field of psychology. Objectives in this category usually refer to activities that are part of a general education program. Responsibility for assessing students' development and achievement in these areas is shared among different subject teachers, but work within psychology courses also contributes greatly to the achievement of general educational goals. In turn, well-developed general education skills help students succeed in learning psychological courses. Each category has 5 separate goals:

1. Knowledge, skills and values in the field of scientific psychology, their application in practice:

Goal 1. Theory and content of psychology. Students should demonstrate their familiarity with basic concepts, theoretical perspectives, empirical data, and historical trends in psychology.

Goal 2. Research methods in psychology. Students should understand and apply basic research methods in psychology, including research project design, data analysis, and interpretation.

3- m aqsad. Critical thinking skills in psychology. Students should use a scientific approach to critical and creative thinking, asking questions, and solving problems related to behavioral and mental processes.

Goal 4. Application of Psychology. Students should understand psychological principles and apply them to solving personal, social, and organizational problems.

Objective 5 Values in Psychology. Students need to understand the reasons for certain actions, be tolerant of uncertainties, behave in accordance with professional ethics, and understand other values.

2. Knowledge, skills and values of general education that find their development in the field of psychology.

Goal 6 Information and Technology Literacy. Students must demonstrate competence in the field of information and the ability to use computers and other technologies for various purposes.

Objective 7 Communicative skills. Students need to communicate effectively in a variety of fields and forms.

Goal 8. Socio-cultural and international consciousness. Students need to know and understand the complexity of socio-cultural and international diversity.

Goal 9. Personal development. Students will gain an understanding of their own mental processes, behaviors, as well as other people's behaviors, and learn to apply effective strategies for self-management and self-improvement. need

Goal 10. Professional planning and development. As a result of the lessons, students should have a realistic idea of how to apply their psychological knowledge and intelligence. [2]

Each of these goals is the expected result of students who have studied in a certain program of psychological education, which is reflected in the mastery of the content of several specialty disciplines.

Current trends in the development of the science of psychology are reflected in a certain way in the content of psychological knowledge taught to students. VN Karandashev identified 10 important psychological directions in the development of psychology:

1. Behaviorism became the methodological basis for the leading theoretical teachings and empirical research in the science of psychology in the first half of the twentieth century. Behavioral content-oriented courses, theories, and experimental facts are the usual content of courses taught to students at universities. In the second half of the twentieth century, behaviorism has been severely criticized and rarely popular among psychologists. The main reasons for this were the failure to use the mental component in the analysis of behavior, the neglect of cognitive processes, and the simplified approach to education. This was contrary to the essence of psychology as a science of inner mental phenomena. Proponents of behaviorism make up the majority in modern psychology. Behaviorism, therefore, does not occupy much space in the content of subjects, but is recognized as the methodological basis of psychology.

2. Cognitive psychology began to develop rapidly in the 60s of the twentieth century and became the most important direction of modern scientific psychology. Comparing the operations performed on computers to the similarity of cognitive processes in the human brain has given rise to the idea of very interesting scientific research and has provided a lot of new information to understand the mechanisms of mental activity. In this regard, special training courses on social cognitive psychology are taught at universities. Cognitive psychology data is increasingly taking place in the teaching of other disciplines as well. However, the computer lacks emotions and motives, which does not allow it to be considered as a model of the human psyche.

3. From the 90s of the twentieth century, probably due to the cognitive orientation of the psychology of the previous period, the problems of emotions, motivation and self-management of human activity began to arouse great interest among researchers. The number of scientific works and publications in this field of psychology has increased significantly. Accordingly, this topic was more reflected in the training courses.

4. Existentialism, humanistic psychology based on the philosophy of humanism is very popular in modern psychology. He focused on his unique holistic personality, his self-awareness, his humanistic beliefs, and his belief in his own power. The central concepts of the psychological directions were: the concept of "I", love, satisfaction of basic needs, high values, essence, self-actualization, creativity and others. Humanistic psychology has contributed to the development of personality theories, psychotherapy practices, and psychological counseling.

5. The growing role of applied and applied psychology as the main trend in the development of psychology in the second half of the twentieth century, their development as a direction of psychology is important. The study of general, methodological problems of psychology, the general mechanisms of mental activity has begun to lose its former importance. The solution of problems related to the life of society, the characteristics of professional activity and human life has led to the expansion of the scope of research of a practical nature, aimed at solving pressing practical tasks. People's expectations of psychology, their belief in psychology in overcoming life's problems, have influenced the development of science. Subjects of practical and applied orientation have a significant place in modern educational programs.

6. A distinctive feature of the development of scientific psychology in the second half of the twentieth century was the gradual disappearance of the boundaries between different scientific schools and directions. Twentieth-century psychology has been described as a field of confrontation between methodological approaches and concepts. Accordingly, the teaching of psychology by scientists was a means of disseminating these ideas. The content of a student's psychological education is determined by where and by whom he or she was taught. It has become difficult to clearly classify modern psychological theories and incorporate them into theoretical teachings.

Eclecticism has become a common approach to new scientific concepts as a combination of ideas developed by scientists and schools of thought in different fields. In modern psychological theory and empirical research, knowledge from different psychological concepts has been integrated: behaviorism, gestalt psychology, psychoanalysis, genetic psychology, humanistic psychology, cognitive psychology. Psychology gradually became the only scientific subject. Separate methodological views and scientific schools are often not considered in terms of which one is correct. They are taught to students as a variety of existing disciplines in psychology, as each of them explores the spiritual world in its own way.

7. The current trend in the development of psychology is associated with significant differentiation of psychological knowledge and branches of psychology. The branches of psychology have emerged on the basis of the research methods they use, the objects and problems they study, and the relationship of psychology to other disciplines. Various authors distinguish between 50 and 100 relatively independent areas of psychological research or psychological practice. However, the number of subjects taught as a subject is much smaller. Psychology has become a highly branched science and now specialists in one field are unable to have sufficient competence in other areas of psychological knowledge and research. In addition, many scientists have gone so deep into their scientific problems that they have completely lost interest in other psychological problems. The science of psychology has also begun to lose its integrity and unity. Therefore, the fact that the content of basic psychological education usually includes the study of the basics of all fundamental and practical areas of psychological knowledge is a good way to maintain the integrity of psychology.

8. A specific trend in the development of modern psychology is its internationalization. At the beginning of the twentieth century, behaviorism had strong national roots and was mainly a branch of American psychology. Gestalt psychology is widespread in Germany, psychoanalysis in Austria, genetic psychology in Switzerland, and cultural and historical psychology in Russia. Later, the listed scientific schools began to be relocated from these countries to others. This was influenced by various factors. For example, during World War II, many European scientists moved to America. Their theories and research data have gained popularity among American psychologists. This made America the center of world psychology. On the other hand, in the 1980s and 1990s, American psychology began to show great interest in scientific and psychological research conducted in other countries. In recent decades, the internationalization of psychology has been on the rise around the world. International relations are expanding.

9. The transformation of English into the language of international scientific communication of psychologists is another important trend in modern psychology. In the second half of the twentieth century, the number of translations of scientific works from one language to another increased significantly. This enriches psychological education with modern psychological knowledge, preventing the national isolation of professionals. Nowadays, English is becoming a typical language of international communication of psychologists. This significantly facilitates and accelerates the exchange of scientific ideas and the results of empirical research. Many international scientific and psychological

journals are published in English as the most convenient language for many psychologists around the world. English is becoming the working language of more and more scientific conferences. All this contributes greatly to the globalization of psychology as a science, its enrichment with the knowledge acquired by scientists from different countries. Therefore, the need to be aware of the modern achievements of world psychology encourages psychology students to learn English. This facilitates their timely access to psychological knowledge in other countries. The study of international exchange education programs and individual study courses abroad has become more widespread. There is also a special experience of teaching psychology in English in countries where English is not a national language.

10. Students' interest in studying psychology has increased significantly. In many European and North American countries, universities and schools have recently expressed the view that the 21st century will be the century of psychology. Of course, the popularity of psychology as a professional activity and science grew very rapidly in the second half of the twentieth century. [5]

Nowadays, the possibilities of teaching psychology have greatly expanded. This is because the scope of psychological education has expanded significantly in recent years. Psychology is taught in different educational institutions and has become part of different curricula. Psychologists of universities and other higher educational institutions that train psychologists, faculties of philosophy, pedagogy, law, social work, secondary special vocational education institutions, in particular, pedagogical and medical colleges.

To improve the quality of training of psychologists, it is a social necessity to equip specialists with knowledge on the methods of teaching psychology. It should be noted that the methodology of teaching science is one of the most complex subjects, combining a wide range of information and a set of synthetic mental activities. Methodological changes in modern psychology, the limited nature of dialectics, the impact on the process of reflecting neospheric relations, the role of chaotic movements in existence require a re-analysis of the subject of teaching psychology. For the same reason, it is necessary to raise the level of comprehensive disclosure of the psychological mechanisms of object-subject, subject-subject relations, as well as to shed light on the specifics of the impact, to provide clear, convincing evidence. EG Goziev considers it expedient to pay attention to the following as methodological issues of teaching psychology:

1. To rationally establish interpersonal relationships between society and nature, based on the modern methodology of psychology;

2. To reflect on the approach to the person on the basis of modern interpretation of perfection (apostasy-man-man-person-subject-perfect man);

3. Scientific psychological laws of the formation of the human personality, based on theoretical generalizations, taking into account the system of social psychological factors that affect it;

4. To clarify the essence of the topics in accordance with the modern interpretation of the principles of psychology and to determine the coefficient of influence on the individual, taking into account that the possibilities of improvement are multifaceted;

5. Implement the teaching process based on the essence of innovative methods that effectively affect the person;

6. Organization of effective use of generalized information on the psychological basis of pedagogical technology and their interpretation, depending on the situation;

7. To begin the formation of the individual, recognizing the commonality of the laws, principles of education and upbringing, the driving forces of development;

8. Consideration of individual-typological features of formation and application of effective ways of interaction;

9. To focus on the phenomenal phenomenon of progress in the process of teaching, as well as to pay special attention to the fact that education leads to development, not development;

10. Remembering that adherence to humanistic ideas such as independent thinking, self-discovery, self-expression is a leading factor in higher education, and so on.

The field of teaching methods of psychology includes methodological problems, issues of science, its scientific and methodological aspects, the specifics of the field, the dual nature of the content of the topic, professional and practical skills, the ability to compile skills, to Ways to increase the effectiveness of feedback and feedback include the phenomenological aspects of proximity and distance in collaborative activities. The latter assumes the task of arming psychologists.

The main purpose of the study of any science is to study life tasks and practical issues from a scientific point of view. In the study of psychology, the science of human psychology is aimed at understanding and explaining the characteristics of each person's behavior, to analyze the scientific trends in personality psychology, and on this basis to have a proper relationship with them in everyday life. indicates that you need to learn.

While this goal is generally applicable to the study of any subject, it is only applicable to the student's activity, which is exactly what he or she should strive to achieve.

If we talk about the activity of the teacher, his activity has a specific feature that is different from that of the student. The goal of the student is to study the science, the goal of the teacher is to apply it. These goals eventually merge, but, in the process of setting goals, they take on a different appearance; the student seeks to "learn" from the teacher, and the teacher tries to "give" him that necessary knowledge and learn to use the available knowledge.

In the study of psychology, each student, regardless of their future profession, is able to think psychologically in society, in the community, in personal relationships with other people, in determining the temperament and other qualities of the personality and abilities, evaluating and analyzing human actions and deeds. should learn.

Thus, in the process of teaching psychology, students' knowledge of psychology is integrated into its outcomes of the educational process based on learning objectives ; from it develops the skill of practical application of scientific psychological knowledge in relations with other people, and in turn means the formation of the skill of psychological thinking.

Function of applied psychology is theoretical, i.e., explanatory, like general psychology, but it is practical in relation to events within the field of interest that pertain to each area of psychology.

Applied psychology is applied to explain mental phenomena in parallel with the rule of theoretical psychology. but the explanation applies not only to existing events and happenings, but also to those that arise after their reorganization ; as well as education, psychocorrection, psychotherapy, and so on. Applied psychology is concerned with the positive correction of events or the application of new information as needed, the use of which remains not only an explanation but an application.

Is engaged in the development of students' creative thinking and relies on the help of special intellectual exercises, then not only to justify the truth in the theories of theoretical psychology, to explain its laws, but also to approach practical psychology with psychotechnics, because the practical formation of thinking skills consists in developing the ability to solve thinking problems (analytical semantics) based on the materials of theoretical psychology.

The general goal of the study of psychology is to form the skills of psychological thinking using their knowledge to scientifically explain mental phenomena and states, as well as to transform the human psyche in order to develop the individual.

This general goal should be divided into a number of specific goals. One of the principles of distinguishing the specific goals of the study of psychology is the principle of orienting students to the profession as future professionals.

According to the famous psychologist EAKlimov, psychological knowledge is necessary for any non-psychologist to have "psychological knowledge" because he has to convey ideas, facts, views to others. In addition to teaching and managing to try to understand each other, he also considers it important to "manage one's inner world and self-improvement on a scientific basis". Because it should be borne in mind that these apply not only to non-psychologists, but also to the same degree.

limits of sufficient knowledge in matters of psychology can only be specific to each area of professional activity. The same situation is repeated for the leaders of specialists in various fields in the field of psychological literacy.

The overall goal is to learn psychological thinking, which should definitely have a greater level of knowledge than non-specialist psychologists. However, the study of psychology in different specialties (theoretical, practical) has its own specific goals, as well as a general purpose. Its task is to master the methodology and methodology of scientific research for the further development of science. It is necessary to know the current state of theoretical psychology in our country and abroad, to know the research that requires the interests of further development of science. The specific purpose of training such a specialist is to teach psychology as a science in its essence, the general purpose is to study the practical application of scientific knowledge, to know psychological thinking but to solve more theoretical problems than to solve practical problems for it is necessary to learn to apply the theory not by re-learning, but by explaining previously unexplained mental phenomena.

The teacher of psychology organizes his work in such a way that the general purpose of teaching is the formation of psychological thinking, which he tries not to achieve, mainly in lectures and seminars ; practical training - in laboratories and schools, in kindergartens, in legal consultations in enterprises and firms, in courts and prosecutor's offices, in medical institutions.

Teaching of theoretical general psychology and its theoretical fields has its own peculiarities not only in terms of content, but also in terms of methodology, because the methodology of teaching is constantly looking for the most understandable methods and techniques. can be shown.

Psychology is gaining popularity not only among student psychologists, but also among students studying in other fields. It is recognized in many institutes, universities and colleges that psychology ranks 3-4 as a popular subject. There is a growing interest in the study of psychology among professionals in other fields, even among schoolchildren. This allows us to assess the XXI century as the age of psychological education.