

DOI: 10.12731/2218-7405-2013-8-5

## THE MAIN DIRECTIONS OF PSYCHOLOGIZATION OF TEACHERS' HIGHER EDUCATION

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**The goal** – the article is devoted to the determination of the scope and structure of psychological knowledge in teachers' higher education.

**The methodological basis of the research** consists of philosophical, psychological and educational, psychodidactic and methodical theories: development and self-development ideas of individuality and personality of Bakhtin M.M., Berdyaev N.A., Bibler V.S., Losskiy O.N., Solovjev V.S. and others; research on personality formation and development of Amonashvili Sh.A., Ananjev B.G., Asmolova A.G., Leontjeva A.N. and others; teaching theories in higher education of Bepalko V.P., Zagvyazinskiy V.I., Lerner I.Y., Pidksistiy P.I. and others; research on modeling problems of educational systems of Arnold V.I., Bogoslovskiy V.I., Gastev Y.A., Izvozchikov V.A., Klaus G., Kozlova S.N., Potemkina M.N., Sapps P. Talyavieva M.S., Testova V.A., Ujemova A.I. and others; research on teachers training of psychologists - Verbitskiy A.A., Djachenko V.K., Zimnyaya I.A., Markova A.K., of teachers – Verba M.A., Grebenuk T.B., Klarin M.V., Kozlov P.P., Kukanov E.V., Lysov E.B., Mikhalevskaya G.I., Mychko E.I., Orlov A.A., Pishchulin N.P., Salimov K.I., Sarantsev T.I., Tagariev R.G., Teregulov F.Sh., Uznadze D.H., Khamitov E.Sh., Yakovlev N.M. and others; research on problems of university pedagogics and psychology, teacher's personality formation of Arkhangelskiy S.I., Gonobolin F.N., Grishin E.A., Kuzmina N.V., Kulikova L.N., Slastenin V.A. and others; development theories of students personality – future teachers of Bogdanova R.U., Grebenuk T.B., Grebenuk O.S., Kluev A.S., Pavlova

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I.Y., Shabanova O.P. and others; multidisciplinary field of scientific knowledge – psychodidaktika (Rubtsov V.V., Panov V.I., Lebedeva V.P., Usanov V.E. and others)

**Research methods.** The scientific and theoretical methods for the determination of the theoretical modeling foundation of content structure of psychological knowledge have been used in the research: theoretical analysis of the problem (analysis of the philosophical, pedagogical, psychological, educational and methodological literature and curricular documents), summarizing, specification, classification, deductive method, comparative analysis and etc.

The empirical research methods were the following ones: ascertaining, research and forming experiments. A massive research of the level of students knowledge, skills and competencies in the psychological field (testing, questionnaire, interviewing, content analysis) was carried out while the ascertaining experiment. The research experiment was conducted by pedagogical methods of observation, self-analysis, analysis of activities and comparative analysis of educational systems of vocational education. The formative experiment was carried out by using the modeling method of educational surrounding. The effectiveness of the formative experiment was justified by the comparative method. To process the data received during the formative experiment the quantitative and qualitative methods were applied. Generalization, explanation of the received facts, their relationships were performed by using logical deduction.

**Results.** The main results of the research were the scientific ideas of psychologization of teachers' higher education, assuming the following areas:

1. Designing the aims of future teachers' psychological education.
2. Structuring of educational and vocation training of future teachers.
3. Structuring of the content of psychological knowledge.
4. Integration of psychological and pedagogical education.
5. Readiness of teachers of higher education system to implement psychological preparation of the teacher.

**The area of results application.** The results can be used as a basis of psychologization of teachers' higher education, as well as the development of teaching methods of psychological knowledge in the system of higher teachers' education.

**Keywords:** teacher training, psychologization of teachers' higher education, psychological teachers training.

## **ОСНОВНЫЕ НАПРАВЛЕНИЯ ПСИХОЛОГИЗАЦИИ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ ПЕДАГОГА**

Безуглая Т.И.

**Цель** – статья посвящена определению объема и структуры психологического знания в высшем профессиональном образовании педагога.

**Методологическую основу исследования** составляют философские, психолого-педагогические, психодидактические и методические теории: идеи развития и саморазвития индивидуальности и личности М.М. Бахтина, Н.А. Бердяева, В.С. Библера, О.Н. Лосского, В.С. Соловьева, и др.; исследования по вопросам формирования и развития личности Ш.А. Амонашвили, Б.Г. Ананьева, А.Г. Асмолова, А.Н. Леонтьева и др.; теории обучения в высшей школе В.П. Беспалько, В.И. Загвязинского, И.Я. Лернера, П.И. Пидкаситого и др.; исследования по проблемам моделирования образовательных систем В.И. Арнольда, В.И. Богословского, Ю.А. Гастева, В.А. Извозчикова, Г. Клауса, С.Н. Козловой, М.Н. Потемкина, П. Сапса М.С. Талявиевой, В.А. Тестова, А.И. Умова и др.; исследования по проблемам профессиональной подготовки учителя - психологов А.А. Вербицкого, В.К. Дьяченко, И.А. Зимней, А.К. Марковой, - педагогов М.А. Верба, Т.Б. Гребенюк, М.В. Кларина, П.П. Козловой, Е.В. Кукановой, Е.Б. Лысовой, Г.И. Михалевской, Е.И. Мычко, А.А. Орлова, Н.П. Пищулина, К.И. Салимовой, Т.И. Саранцева, Р.Г. Тагариева, Ф.Ш.

Терегулова, Д.Н. Узнадзе, Э.Ш. Хамитова, Н.М. Яковлевой и др.; исследования по проблемам вузовской педагогики и психологии, формирования личности учителя С.И. Архангельского, Ф.Н. Гоноболина, Э.А. Гришина, Н.В. Кузьминой, Л.Н. Куликовой, В.А. Слостенина и др.; теории развития индивидуальности студентов - будущих педагогов Р.У. Богдановой, Т.Б. Гребенюк, О.С. Гребенюка, А.С. Ключева, И.Ю. Павловой, О.П. Шабановой и др.; полидисциплинарная область научного знания – психодидактика (В.В. Рубцов, В.И. Панов, В.П. Лебедева, В.Е. Усанов и др.)

**Методы исследования.** В исследовании использовались научно-теоретические методы для определения теоретических оснований моделирования структуры содержания психологического знания: теоретический анализ проблемы (анализ философской, педагогической, психолого-педагогической и методической литературы, программных документов); обобщение, конкретизация, классификация, дедуктивный метод, сравнительно-сопоставительный анализ и др.

Эмпирическими методами исследования являлись констатирующий, поисковый и формирующий эксперименты. В ходе констатирующего эксперимента был произведен массовый срез уровня знаний, умений, навыков и компетентности студентов в области психологии (тестирование, беседа, опрос, контент-анализ). Поисковый эксперимент проводился методами педагогического наблюдения, самооценки, анализа деятельности, сравнительно-сопоставительного анализа педагогических систем профессионального образования. Формирующий эксперимент проводился методом моделирования образовательного пространства. Эффективность формирующего эксперимента обосновывалась сравнительно-сопоставительным методом. Для обработки полученных в ходе формирующего эксперимента данных использовались количественные и качественные методы. Обобщение, объяснение полученных фактов, их взаимосвязей проводились с помощью логической дедукции.

**Результаты.** Основными результатами исследования стали научные идеи психологизации высшего профессионального образования педагога, предполагающие следующие направления:

6. Проектирование целей психологического образования будущего педагога.

7. Структурирование процесса обучения и профессиональной подготовки будущего педагога.

8. Структурирование содержания психологического знания.

9. Интеграция психологического и педагогического образования.

10. Готовность преподавателя системы высшего профессионального образования к осуществлению психологической подготовки педагога.

**Область применения результатов.** Полученные результаты могут служить основанием психологизации высшего профессионального образования педагога, а также разработки методики преподавания психологического знания в системе высшего профессионального образования педагога.

**Ключевые слова:** профессиональная подготовка педагога, психологизация высшего профессионального образования педагога, психологическая подготовка педагога.

The relevance of the problem of psychologization of higher teacher's education is due to the increased attention to teacher training of a new level. Active innovative processes in the social and economic life of the Russian society caused the necessity of the reform of modern education.

One of the results of the carried out reforms became the focus of the Russian education, higher vocational education, in particular for humanitarian paradigm that will promote the development of personal individuality, self-actualization and self-realization in activities through the implementation of existing and potential possibilities and abilities Modern society being computerized and intellectualized as the most important factor of self-preservation and the changes identifies the human

personality. Nowadays there is a need for specialists who have not only a certain amount of knowledge and skills, but who have certain personality characteristics and qualities as the ability for empathy, self-esteem, reflection, formation of values, self-education in the future professional activity [3] .

The need in a new person cannot be realized without changing of the causal stereotypes of higher education.

Intensive development of a modern science requires renovation and reconstruction of the educational content, including a pedagogical one. Nowadays there is a need in reorientation of educational content from professional training within a particular specialty into the formation of an employee, here a teacher, in the direction of the development of personal social and cultural and general vocational skills. [3]

Our research is focused on finding the answers to the following questions: What psychological knowledge is necessary for a modern teacher? What kind of information accumulated by science, and how to select for training of the future teachers? How does the process of learning should integrate psychological and pedagogical scientific knowledge? What are the research areas of psychologization of higher teacher's education?

The study of scientific (psychological, pedagogical, methodological) literature, has allowed us to identify that nowadays a variety of approaches (criteria, principles) are offered in the selection and design of the content of vocational education, which are presented in the works of such scientists as Babanskiy Y.K., Bondarevskaya E.V., Zmeev S.I., Lednev V.S., Lerner I.J. and others. Modern higher vocational education uses the well-known didactic principles such as scientific, systematic, consistency, accessibility, personalization and differentiation, and others. At the same time, designing of the educational content takes into account the principles of profile, variability, integration and interdisciplinary, modularity, gradation, cycling and other (Novikov A.M., Ermolenko V.N.) [4]. In connection with the development of the humanitarian paradigm in the higher education system scientific approaches, such as

personality and activity, polysubject, dialogic, and individual creativity, are used (Asmolov A.G., Bondarevskaya E.V., Shiyanov E.N., Kotova I.B. and other) [1]. Nevertheless, the main components which are being given the greatest attention to are traditional ones such as kinds, phases, types and basis Individuality of a person, inner psychic world is considered rarely or even it's not considered at all. However, the state standard of the modern vocational education in the axiological aspect is focused on developing part of the learning process, or, the development of the psychic world of a man. [6]

We have defined the essence of psychologization of higher teacher's education. In this case, it was emphasized on the fact that the new humanitarian educational paradigm is focused not only and not so much on the social order and on the interests of the man and his psychological basis. [2] Tendencies, developed recently, in the practice of higher education, which are characterized by an interaction between subject-subject basis were directed into this circumstance. According to the above-mentioned, psychologization of higher teacher's education - is the realization while the learning process of the human being as a psychic creature, who has the ability to think, sympathize, seek, regulate own relations. [3] The concept of individuality created by Grebenuk O.S. (1995) is in the basis of the psychologization process. The basic ideas of psychologization of higher teacher's education assume the directions that will be presented below.

1. Designing of the goals of psychological education of a future teacher, which is identified as:

- formation of a research approach to the study of the elements of psychological knowledge (concepts, laws, regulations, etc.);
- formation of the dual position in the student's mind within the process of training - "studying-teaching", identifying the idea of Grebenuk T.B. about changing the position of a student (2000);
- formation of a coherent identity of the student, which is the purpose of vocational training (focus on the development of individual psychological

characteristics, skills and areas of mental and holistic identity as mental world of man). [3]

2. A structure of education and training of future teachers on the basis of:

1) democratic psychologization of student's and teacher's interaction:

- leading to the enrichment of the experience of each subject of the learning process due to its exchange,

admitting to provide participants of the learning process with certain freedom to self-determination, self-learning, self-development, self-education, self-regulation [1];

2) training of the future professionals on the basis of special situations that allow the student to take a certain position which is used to develop their own psychic skills and qualities [2].

1. Structuring of the content of psychological knowledge based on:

– the major and minor elements of psychological knowledge (basic and applied scientific concepts). Panfilov A.N. offered to present the main stages of concept formation schematically as the consecutive processes: *feeling- perception - an idea - a concept*. The formation of each of these links, according to his opinion, has the integrative nature and identified as follows: *simple integrative conceptual system - the laws (the relationship between the systems of concepts) - theory (a more complex system of integrative concepts) - practice - implementation of interdisciplinary connections* [5];

– the cultural level of the students in regard to the development of scientific concepts;

– the use of the training, situational, task methods.

– the realization of interdisciplinary integration of psycho-pedagogical content of education at all stages of preparation for professional activity. [2]

4. Integration of psychological and pedagogical education:

1) Considering the fact that psychological and pedagogical knowledge is a fairly open system covering all aspects of human activity. Therefore, the integration of these categories of sciences has three sides;

- the explanatory principle of many process of our objective reality;
- the object and value which are in the categorical system and the psychological and pedagogical theory and practice [5];

2) promoting the formation of knowledge of the semantic content system, the assimilation of which will ensure implementation of the following components of teacher training:

- interdependence and individuality of a psychological nature and patterns of development of the personality

- the educational systems in the historical and contemporary socio-cultural environment,

- principles for designing and prediction of the learning process,

- technology of training organization [7];

3) making possible for:

- self-determination of students in their chosen profession,

- self-studying, the identification and disclosure of their own capacities and abilities,

- providing the future teacher by modern psycho-pedagogical theories, perspective innovative methods, psychological, pedagogical and information technologies [10];

4) supposing creation of a special scientific and didactic complex that promotes mastering of essential elements of scientific knowledge [9].

5. Readiness of teachers of higher education for the implementation of psychological preparation of the teacher.

Professional integrity of the teacher is explained not only by its knowledge component, but also by the unity of intelligent, value-oriented and emotional

development of the personality. [8] In the process of training it is associated with the resolution of these contradictions:

- between the part and the whole;
- among each element, continuous, discrete study of material and integrated, integrative, systems using of them in their professional activities;
- among different educational situations and integrated qualities of a professional identity, which are formed as a result of training [11].

Thus, we have identified the main ideas of psychologization of higher teachers 'education, assuming the following directions:

1. Designing the goals of psychological education of future teachers/
2. A structure of education and training of future teachers.
3. Structuring of the content of psychological knowledge.
4. Integration of psychological and pedagogical education.
5. Readiness of teachers of higher education for the implementation of psychological preparation of the teacher.

In the future it is necessary to solve the problems of determining the conceptual model of the psychologization of higher teachers 'education, as well as the development of teaching methods of psychological knowledge in the system of higher teachers 'education. This is a continuation of the research on the mentioned problem.

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