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OVERVIEW

Theoretical Preparation of Future Practical Psychologists in the Conditions of Modern Higher Education for the Applied Analysis of Behavior in primary school educational activity

Authors' Contribution:
A – Study design;
B – Data collection;
C – Statistical analysis;
D – Data interpretation;
E – Manuscript preparation;
F – Literature search;
G – Funds collection

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Abstract

Background and Aim of Study: *At present, there is a great need to define and substantiate the scientific provisions of a holistic system of training the future specialist for the applied analysis of student's behavior in primary school's educational activities. In our view, there are not enough theoretical and practical materials to prepare a future psychologist in elementary school.*
The aim of the study: to substantiate the system of preparation of future practical psychologists for the applied analysis of behavior in primary school educational activity.

Material and Methods: *In the study, the following general scientific methods were used: analysis, synthesis, comparison, generalization.*

Results: *Theoretical knowledge in the educational psychology and pedagogical disciplines not only influence the thinking of the future specialist to master a logically organized specific class of ideal objects of psychology, their properties, relationships and changes, but also enable the immanent unfolding of the content, as the starting point of the movement of thought in the practical point of motion.*

Conclusions: *Requirements for the content of education of practical psychologists have been updated. Conceptual bases development of self-design of future practical psychologist's professional activity, creation and substantiation of his personality and definition of basic characteristics of his activity, development of self-realization of personality of psychologist's practice in professional activity will allow them to successfully carry out the process of preparation of specialist in applied analysis of problems of behavior of elementary school students.*

Keywords: *age psychology, general psychology, basics of psychocorrection, pedagogical psychology, social psychology, psychodiagnostics, psychological service.*

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Introduction

Preparation of the future specialist in higher education is the main goal of the state policy in the field of education, which provides the creation of conditions for the development of personality and professional self-realization, updating the content of education and organization of educational processes in accordance with the market economy principles, modern scientific and technological achievements (Fagan & Wise, 1994; Verkhovna Rada of Ukraine, 2014; Virna, 2012). Topic for today is the fulfillment of the main task of higher education: professional training of the individual, formation of specialists with higher education, capability of creativity, making optimal decisions, having the skills of self-education, ability to coordinate their actions with the actions of other participants in their educational environment (Cabinet of Ministers of Ukraine, 2011).

Training of the future specialist is carried out according to the relevant standards of higher education. The orientation of the future practical psychologist on his professional development, self-improvement and ensuring a high level of competitiveness in the educational services market is ensured by appropriate conditions in the preparation process (Thomas, 1999).

Scientists have their vision of an ideal model for training future specialists in content orientation and duration of training, given greater freedom of choice in mastering the specialty, changes in the space, levels and forms of training that will affect the innovative performance of the future specialist (Lozova & Trotsko, 2012). It is necessary to have a polymodal representation of any pedagogical experience, moving away from the outdated mainstream verbal training methods, to provide search for new and effective ways of representing professional and oriented knowledge and skills of the future specialist (Chepelieva, 1998; Smith, 2002).

The role of psychology and modern approaches of the psychologist's activity in the educational space was studied by Melnyk (2013); Melnyk, Prokopenko, and Stadnik (2015).

There is a great need to define and substantiate the scientific provisions of a holistic system of training the future specialist for the applied analysis of students' behavior in elementary school educational activities.

The aim of the study. To substantiate the system of preparation of future practical psychologists for the applied analysis of behavior in primary school educational activity.

Materials and Methods

Preparing a future specialist for applied behavioral analysis of elementary school, students should take into account the fundamental principles of behavior in school, the philosophy of positivism, reflection on the subject of influence in the content of positive behavioral changes in the subject and the behavior of the subject and behavior.

In the study, the following general scientific methods were used: analysis, synthesis, comparison, generalization.

Results and Discussion

For the preparation of the future practical psychologist the important role is played by the disciplines of the specialty and the disciplines of the professional direction in terms of content, training courses should be integrated to ensure systematic learning of disciplines, to avoid duplication of educational material, to strengthen cross-curricular links, and to improve the organization of the educational process and the introduction of new learning technologies (D'jachenko & Kandibovich, 1993; Dutkevych & Savytska, 2005).

The organization of psychological and social-pedagogical activities in addressing behavioral problems, leading a healthy lifestyle, and shaping a health culture among primary school pupils was explored by Melnyk (2008, 2017).

According to the analysis of literature, the preparation of the future practical psychologist is reflected in the educational and professional program, curriculum of all disciplines with a list of knowledge, skills of the future specialist, which are necessary for successful professional activity in general educational institutions, and is carried out on the basis of studying the social cycle, natural sciences, theoretical, practical and professional training (Kyrychuk, 2002).

Practical training tasks: deepening theoretical knowledge through practical training; developing skills of future practitioners in educational institutions, particularly in primary schools; formation of creative research approach to pedagogical activity in work with elementary school students.

The analysis of curriculum and the schedule of the educational process for the preparation of the future practical psychologist in institutions of higher pedagogical education reflects the cycle of humanitarian and socio-economic training (13 academic disciplines), the cycle of scientific and natural preparation (8 disciplines), the cycle of professional and practical training (25 courses), a cycle of the variant part of the training (24 courses).

According to the curriculum and the timetable of the educational process, practical training provides: introductory practice in the first year (2 semesters) of 54 hours (1 week) and diagnostic and psycho-correction in the fourth year (8 semesters) of 324 hours (6 weeks).

For the future specialists the complex qualification examination in psychology includes the courses (Figure 1).

The program of the course "Age Psychology' and the corresponding textbooks provide the solution of a number of tasks of highly qualified professional training specialists, in particular: mastering the system of knowledge about the patterns of mental development; equipping students with the knowledge of psychological patterns of personality development at different stages of ontogeny (Pavelkiv, 2011).

The analyzed program of the course "Age Psychology" also provides a close connection with the disciplines: general psychology, social psychology, history of psychology, the basics of psycho-counseling and psycho-correction, psychology of personality.

It should be noted that from the course "Age Psychology" future specialists will gain knowledge about the mental development of the child from birth to school age, master the terminology, guidance in the age periods of the mental development and the essence of age crisis of the student and ways of overcoming them in school; learn to distinguish between conscious and unconscious manifestations of the psychology of elementary school students; future specialists will get acquainted with the specifics of diagnostic and collection of work with children of different school age. Formation of relevant professionally oriented knowledge and skills of the future specialist was facilitated by the study of topics: "Psychological development of a young school-age child", "Psychology of a "heavy child", "Characteristics of the development of the psychic in ontogeny".

In our view, for future practical psychologists, an in-depth study of the topic of the "Associationist Concept of Learning by Watson and Gazri" is important, which proves the thesis of establishing associative stimulus-reactive communication on the basis of reinforcing the behavior of the subject.

The analyzed training course "Age Psychology" reflects the training of the future psychologist on the main 10 topics; among them there is one topic of the seminar dedicated to the developmental problems of the school-age child "Psychology of the teenager and high school student", which makes 10% of theoretical material.

Unfortunately, much attention is paid to adolescent development, his or her social situation, communication, self-expression needs, and increased sexual identification among others.

In our view, there is not enough theoretical and practical materials to prepare a future psychologist to work in elementary school.

We have analyzed the program of the course "General Psychology" and textbooks, that direct students to acquire knowledge and ideas about the mental activity of the younger generation as a means of reflection and transformation of the world; to analyze functioning of psychic patterns; expanding outlook and professional horizon (Maksymenko & Soloviienko, 2000).

Students are introduced to the structural components of the human psychology. Future specialists have acquired the skills to explain the features of the course of mental processes, understand the functioning of mental states and manifestations of mental properties; at the level of self-control and self-observation of their own mental states and behaviors, they can describe their functioning.

In the process of preparing future specialists in applied behavioral analysis, it is important to focus on the acquisition of knowledge on the following issues (Figure 2).

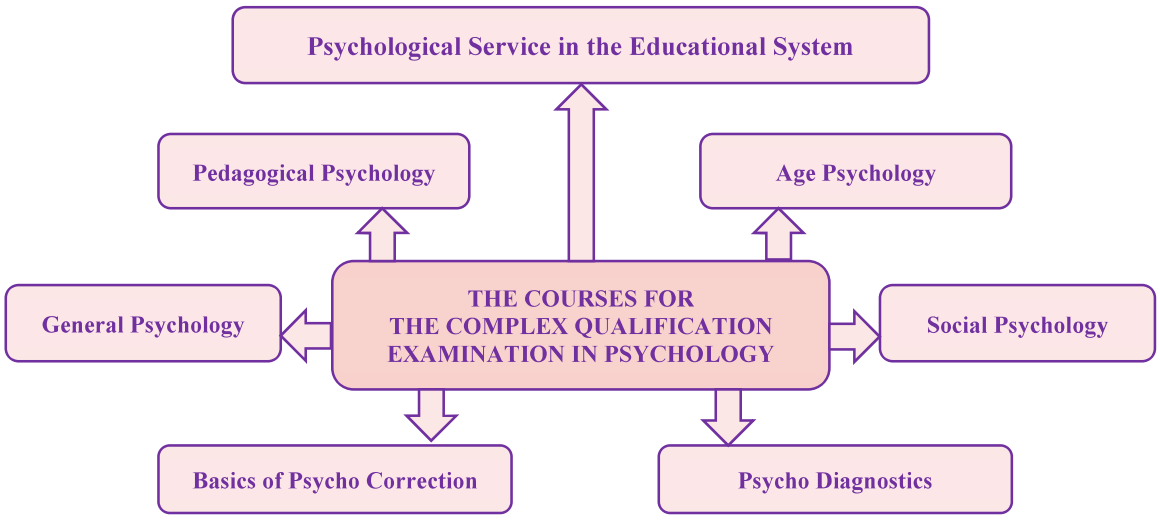

Figure 1. The courses for the complex qualification examination in Psychology for the future specialists.

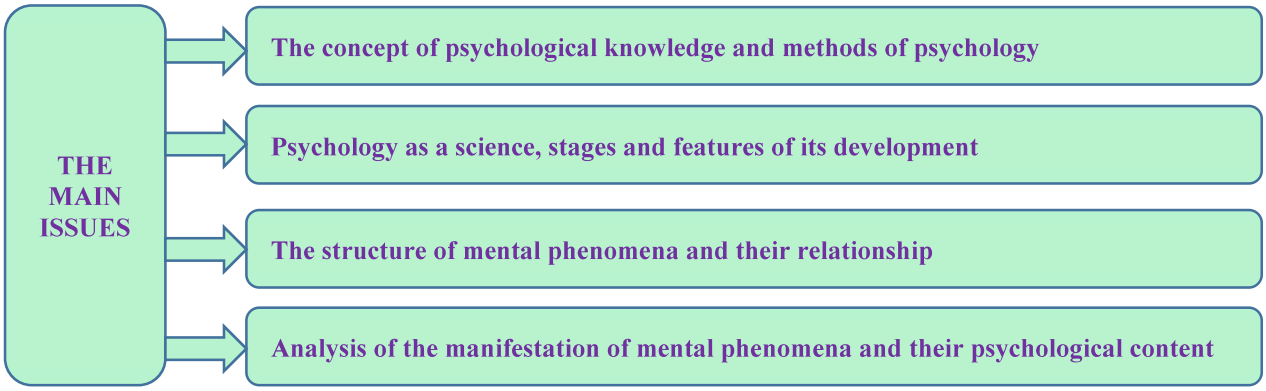

Figure 2. The main issues for the acquisition of knowledge of future specialists in applied behavioral analysis.

It is found that in the preparation of future specialists, the ability to adhere to a certain methodological approach to psychological research and analysis of mental processes and personality of the child is formed; to be guided in different theories, critically analyze different approaches to the basic psychological categories, use the knowledge gained in practical activity; to determine the basic properties of the individual, psychological mechanisms for determining his behavior; to take into account the individuality, uniqueness, inner potential of self-creation of personality.

The analysis of the main topics in general psychology proves that in the topic "The main stages of the formation of psychology as a science. Basic Psychological Schools and Areas" it is useful for future practical psychologists to consider in detail precisely the 3rd stage of development of psychology: psychology as the science of behavior, which studies the external manifestations of mental activity – behavior.

In the course of "Educational Psychology" future specialists know about the subject, tasks and methods of pedagogical psychology, history of formation and development of pedagogical psychology, cross-curricular links and system of categories of pedagogical psychology.

The educational course "Educational Psychology" contains 10 topics, among which there is a seminar lesson on the theme: "The concept of learning and its psychological mechanisms: psychological characteristics of the learning process, psychological analysis of didactic principles of teaching; peculiarities of educational motivation; factors affecting the effectiveness of learning", as well as a seminar session "Psychological features and general patterns of the learning process: the ratio of learning and learning processes, the structure of learning, psychological features of the process of learning skills and skills; indicators of learning ability".

Future psychologists have formed knowledge about psychological models of teaching and classification of types of learning, innovative teaching technologies, types of modern learning: programmable, sign-contextual, modular; types of learning: rapid and slow rates of acquisition of material by elementary school students, criteria for success in primary school, factors for learning effectiveness and ways to activate the educational activity of elementary school students.

We believe that in order to qualitatively prepare future practical psychologists for applied analysis of primary school students' behavior, it is necessary to consider in more detail the topic "Forms of learning: respondent, operant, verbal", as a process and result of acquiring individual experience and adapting to specific conditions of existence; making new connections between different situations, causing the subject to change behavior.

The course "Cognitive Psychology" forms students' knowledge of psycholinguistics and has interdisciplinary links with general psychology, social psychology, psychological personality, pedagogical psychology, age psychology, experimental psychology.

The purpose of teaching the discipline is to form students' perceptions of cognitive psychology laws, and the task is to help students gain profound knowledge of current issues in psycholinguistics; to develop skills and competences for conducting experimental research in it and to correctly use the results obtained in future professional activity.

In our opinion, for future practical psychologists who purposefully prepares themselves for applied analysis of elementary school students, it is necessary to become acquainted with the topic of cognitive psychology "The theory of language by Homskij and Miller and the critique of behaviorism", to find out behavioral approaches to linguistic nouns of child by adult. It is useful for students to become acquainted with Homskij and Miller's arguments and to be able to express their professional position, to argue their views on the scientific dispute between Homskij and Miller (1965) and Skinner.

The training course "Social Psychology", places in the minds of future psychologists the knowledge of basic concepts, principles, provisions of social psychology, forms the skills and practical and research activities in the social field (Bihun, 2011).

Future specialists will learn information about the essence, place, role of social psychology during their studies; system of scientific knowledge and its conceptual apparatus, learn methods of research of social and psychological phenomena; methods of verbal and non-verbal communication for successful interaction with elementary school students; methods and means of interpersonal interaction between teacher and elementary school students.

Future specialists, through mastering the tasks of the course of social psychology, have developed the ability to analyze intragroup and group relationships between students, practically oriented approaches to solving problems of socialization of students in the educational environment by means of social and psychological influence.

In the context of the training course "Social Psychology", future practical psychologists need to study in depth the topic "Contemporary direction of development of foreign social psychology: Skinner's theory of operant learning", which includes the provisions: human behavior is determined, predicted and controlled by the environment; Respondent behavior is a response to a familiar stimulus; operant behavior is determined and controlled by the result, which will then be obtained.

It has been found out that the curricula for the training of the future practical psychologist in different domestic educational institutions include the "Workshop on psycho diagnostics and correction in education", the training course "Fundamentals of psycho-correction work", "Psychological correction", "Practicum on group "Basics of psychological counseling", "Personal crisis counseling", "Organization of training communication with children of all ages", "Psychological assistance to children who have been abused", "Emergency psychological assistance". Computer Psycho diagnosis, Psychological Assistance in Crisis, Family Counseling,

and Psycho diagnostics reflect the experience of mass practice of psychologists in educational institutions. The mentioned training courses are aimed at solving specific psychological and pedagogical problems and carrying out activities in the following areas: systematic psychological examination of children and adolescents, their groups and collectives, learning and developing conditions with the help of diagnostic tools. In conducting psychological diagnostics, a future psychologist to study pedagogical behavior problems of a primary school student determines the subject of psycho diagnostics – ways and means of measuring quantitative and qualitative specifics of behavioral responses in their dynamics; systemic relationships and causal relationships between the student's behavior and his or her surroundings; a diagnostically relevant object of psycho diagnostics, as the conformity of professional knowledge to the ways of studying pedagogical problems of the student's behavior in the educational process and the opportunity to carry out applied analysis.

Psycho diagnostics is the basis of direct practical diagnostic work of a psychologist on the basis of theoretical and methodological and concrete-methodical principles of using psycho diagnostic tools and forming a psycho diagnostic conclusion about the state of the measured psychological variable; methods and techniques of diagnostics of the most versatile psycho diagnostic objects (personality traits, abilities, motives, consciousness and consciousness, etc.); differential psychometrics as a mathematical methodology for measuring individual differences in people (Panok, 2002).

Conclusions

1. At present, there is a great need to define and substantiate the scientific provisions of a holistic system of training the future specialist for applied analysis of students' behavior in primary school educational activities. In our view, there is not enough theoretical and practical material to prepare a future psychologist to work with elementary school students.
2. We believe that theoretical knowledge in the educational psychology and pedagogical disciplines not only direct the thinking of the future specialist to master a logically organized specific class of ideal objects of psychology, their properties, relationships and changes, but also enable the immanent unfolding of content, is the starting point of the thoughts of the future practical psychologist.
3. Requirements for the content of education of practical psychologists have been updated. Conceptual bases development of self-design of future practical psychologist's professional activity, creation and substantiation of his personality and definition of basic characteristics of his activity, development of self-realization of personality of psychologist's practice in professional activity will allow them to successfully carry out the process of preparation of specialist in applied analysis of problems of behavior of elementary school students.

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