



THE IMPORTANCE OF THE PSYCHOLOGICAL AND EMOTIONAL VOLITIONAL SPHERE IN THE ORGANIZATION OF INDEPENDENT EDUCATION OF STUDENTS

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ABSTRACT

The article presents the experience of using emotional stimulation techniques in independent work of students on the subject "Pedagogy and Psychology". Including emotional stimulation techniques in the process of students completing assignments as part of independent work helps to increase their interest in the subject, makes the learning process more effective, which, in turn, improves the quality of professional training of future teachers.

KEYWORDS

Independent work, emotional stimulation, cognitive interest, quality of education.

INTRODUCTION

Independent work plays a major role in the quality training of a future specialist. Within the framework of the competence approach, a student should not only acquire the necessary knowledge, but also learn to apply it in practice, and not in a stencil, but creatively.

It is the independent completion of educational tasks that creates the foundation for the formation of skills and abilities of pedagogical activity. Based on this, when creating the program of the educational course "Pedagogy", the department staff developed tasks for



independent work for each section of the program [1]. Completion by students of pedagogically appropriate independent tasks activates their thinking, develops creativity, and increases interest in the educational process. Scientists have proven that it is cognitive interest that is the driving force of the learning process, contributing to a deeper study of the educational material. The presence of cognitive interest allows us to evoke and constantly maintain in students a state of active interest in the surrounding phenomena, in scientific and moral values [2].

METHODS

In organizing the educational process, we tried to find an answer to the question of what independent assignments should be and under what conditions their implementation will most effectively contribute to the formation of motives for interest in learning and, consequently, to improving the quality of education.

Modern pedagogical experience shows that for the purposeful formation and development of cognitive interest in the development of independent assignments, it is possible to effectively use emotional stimulation techniques.

Emotional stimulation is understood as a set of pedagogical techniques, the use of which causes in a person experiences associated with the awakening of feelings, encourages subjects of educational activity to active creativity, creates a positive emotional state, against the background of which the pedagogical process proceeds more effectively [3].

Modern scientists classify emotional stimuli as problem-searching (analysis of problematic issues, situations, contradictory statements, aphorisms, proverbs, sayings); game (dramatization games, exercise games, analytical game situations) and emotional-figurative (writing fairy tales, analyzing

works of art, musical-poetic effects, artistic-symbolic images) [4].

RESULTS AND DISCUSSION

Common to all types of incentives is the ability to create an atmosphere of emotional and volitional tension, a joyful and upbeat mood, everything that leads to success. No less important aspect of emotional stimulation, according to M.G. Yanovskaya, will be creativity, which is the motivating force and source of the student's aspirations for knowledge.

Practice shows that the use of emotional stimulation techniques in the educational process of the university allows you to include the student in cognitive activity and activate his basic mental processes: attention, memory, imagination, thinking.

As an example, let us consider the use of emotional stimulation techniques in the independent work of students of the Philological Faculty when studying various sections of pedagogy. Thus, in the section "Introduction to Pedagogical Activity" when studying the topic "Teacher: personality and professional", students write an essay about their favorite teacher, revealing his pedagogical abilities, communication skills and abilities, pedagogical mastery. Future philologists enthusiastically complete this independent task and very often, when creating a miniature essay, use poetic form. The use of such methods of emotional stimulation helps develop students' reflective skills and a deeper understanding of the activity for which they are preparing. When studying the topic "Pedagogical periodicals", students deeply study the material of one of the pedagogical journals and independently prepare its presentation. In most cases, they show a creative approach: some use a slide show, make an advertisement for the publication, others characterize the main sections of the journal, others present the journal "Family and School", use the role-playing game



"Dialogue between a parent and a teacher". Independent completion of tasks of this kind helps develop students' analytical skills, oratory skills and creative self-expression. On the topic of "Understanding the pedagogical credo of the future teacher", students develop and design mini-books, colorfully designing them, prepare mini-performances, the best of which they present at faculty and university-wide competitions. The section "Introduction to the teaching profession" ends with a collective creative work "Teacher - the eighth wonder of the world", in which participants in artistic form defend their position and give arguments in defense of the uniqueness and value of the profession

"Teacher". Students prepare for the collective creative work independently.

In the section "Theory and methods of education", much attention is paid to the organization of independent work when studying the topic "General methods of education". For a deeper assimilation of the material on this topic, students are offered to watch the film "Pedagogical Poem" based on the work of A.S. Makarenko and complete a test with an analysis of the methods of education used by the colony's teachers in various problem situations. In accordance with the assignment, students present the main plot of the film, reveal the secret of the pedagogical authority of the great teacher and characterize the most effective methods of educating colonists.

The basic qualities of the profession of a psychologist are intellectual, emotional-volitional, psychomotor. First of all, this is the speed of thought processes, high productivity of mental activity, emotional stability, good volitional regulation.

Perception: a psychologist must have active perception in order to form an adequate image of an object; in the first place - visual and auditory

perception, as well as the perception of time, which depends on the emotional state.

Attention: large volume, focus of understanding on the feelings, emotions of the subject with whom the psychologist interacts, good distribution of attention.

Memory should be predominantly voluntary, long-term, visual, auditory.

Preferred methods of information processing: analysis and synthesis, generalization, the nature of thinking should be purposeful for the successful resolution of professional problems and tasks. Increased requirements for verbal-logical and figurative thinking; flexibility, speed of thinking are important; concreteness and abstractness of thinking.

A large load falls on the emotional-volitional sphere. In the work of a psychologist, most situations that cause emotional tension require great volitional efforts.

Requirements for personality and character traits: empathic abilities, reflexivity of thinking, the ability to identify with the subject of interaction and his problems; goodwill, desire for self-education, self-improvement, tact and diplomacy. As part of our study, we obtained a rating of the psychological competencies that a professional psychologist should possess:

1. Stress resistance,
2. Resistance to uncertainty,
3. Sociability,
4. Mental health,
5. Developed abstract thinking,
6. Extroversion,
7. Developed imagination,
8. Expressiveness and clarity of speech,



9. Developed analytical thinking,
10. High social adaptability,
11. Developed facial expressions and pantomime,
12. Flexibility.

The motivational and value component is very important at the stage of training a psychologist. The problem of motivating students in higher education has always been relevant, although it was not as acute as, for example, at school. However, recently (10-15 years) there has been a steady decline in interest in mastering the profession. Analysis of professional motives showed that they are different in their structure. Conventionally, all students can be divided into the following groups. The first group is students (22%), who are dominated by the motive of "unstable desire to engage in psychological activity". The second (52%) - the motives of "stable desire to engage in psychological activity" and "inclination to work with people". The third (26%) - the motives of "desire to engage in professional psychological activity", "inclination to work with people", "interest in a special academic subject" and "intention to use the knowledge gained". For fifth-year students, the leading motive is the "social significance of work". They have a need to be useful, valuable to people, to provide assistance that leads to a positive result. The professional readiness of psychology students is also reflected in the cognitive-evaluative and organizational-personal components. The cognitive-evaluative component is manifested in the fact that the student, in the process of learning, forms an adequate idea of his future profession, which helps him to divide the knowledge obtained at the university into "applicable" and "inapplicable" in the future. This component has an impact on the development of professional qualities, skills, and on the attitude of students to the entire educational process.

The organizational and personal component is represented by the following main professionally significant qualities of the personality of a future psychologist: the ability to understand people, to easily understand their psychological characteristics, character; to correctly determine the level of their knowledge, beliefs, moral qualities; to anticipate the results of their work; to creatively realize oneself; to promptly and quickly navigate the situation and respond to a particular event.

CONCLUSION

When studying the topic "Pedagogical Mastery", students, as part of their independent work, complete an assignment to create an artistic image of this concept, reflecting all the components of the studied pedagogical phenomenon in the drawing. The assignment is stimulating in nature, it activates creative and visual-figurative thinking, promotes not mechanical memorization of the components of pedagogical mastery, but a deep understanding of their essence. Mastering the topic "Educational Systems of the School and Their Development", students, having chosen a certain concept of education, independently develop an original educational system of the educational institution on its basis and present it at a practical lesson. Completing this assignment helps to understand the educational information received at the lecture, generalize and systematize it, develop goal-setting skills and form their own position. Summarizing the above, we note that the use of emotional stimulation techniques in independent work on pedagogy increases students' interest in the subject, gives rise to a desire for more successful acquisition of knowledge, which, in turn, ensures high-quality preparation of the graduate for professional activity.

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