

## Specificity of Professional Training of Students-Psychologists

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**Annotation:** The article discusses the features of the use of psychological teaching methods in the educational process. The question of the formation of the student's readiness for the upcoming professional activity, as well as the personal development of the future specialist, today remains one of the topical issues addressed by employees of various educational institutions.

**Key words:** student, student education, educational activity, development of the human psyche, cognitive functions, internalization strategy, motive, the formation of a student's theoretical consciousness and thinking, attentiveness, simo-organization, psychological and pedagogical analysis.

Today, in the context of constant reform of the higher education system, the issues of training qualified psychologists are becoming extremely important. It is worth noting that at present the number of universities that provide training in the specialty "psychology" is in the hundreds, and the number of graduates is in the thousands. But, oddly enough, there are not enough people capable of providing qualified psychological services in various fields. Thus, today there is an acute shortage of qualified psychologists. It follows from this that we need to understand what are the features of the professional training of psychologists in universities, to identify the difficulties that arise in the course of its implementation.

We believe that an important limitation that arises in the way of training a professional psychologist is that, when entering a university to study psychology, yesterday's student is guided to a greater extent by the results of final exams, the prestige of the profession, the recommendations of others, and to a lesser extent - their own personal characteristics, which act as the basis for the formation of professionally important qualities.

Undoubtedly, one cannot but agree with the position of S. L. Rubinshtein, who believed that "actually being carried out in various types of specific activity, mental processes are formed in it." At the same time, there is reason to believe that having a certain basis for the development of certain qualities, it will be easier for a person to form them, and the quality of these neoplasms, their strength will be higher than if a person did not have the initial prerequisites for the development of certain traits.

An important feature of today's system of higher education, in general, and the professional training of psychologists, in particular, is its focus primarily on practice. The emphasis is on teaching the student specific techniques used in the work of a psychologist. Today, psychology has become predominantly a practical field. There is no doubt that without knowledge of individual methods of work, the psychologist will not be able to solve the professional task facing him. Practice is not just needed, it is necessary. But in this approach there are a number of limitations and even dangers, both for the psychologist himself and for the customers of psychological services.

First of all, it is necessary to remember the inseparable unity of theory and practice. Before solving an existing professional problem, it is necessary to understand its essence, evaluate the available resources, determine solutions, and only then choose an adequate method of action and get to work. In order to successfully cope with the first three stages, a psychologist needs to learn how to think psychologically: to correctly operate with concepts, to build various models of mental reality, in a word, to form a specifically psychological way of

perceiving reality. And this is possible only in the case. If a student from the very beginning of training will receive a variety of knowledge in the field of theory and methodology of psychology, as well as related sciences.

In addition, theoretical training allows the future psychologist professional preferences and interests, which determines his cognitive needs. As already mentioned, under the influence of the development of various theories, the thinking of the future professional is formed: he learns to analyze, compare, classify, compare, separate the main from the secondary, etc. These skills are designed to help him in solving a wide range of tasks. It is also important to note that the practical mastery of the methods of practical activity of a psychologist allows you to learn the already existing methods of action, while knowledge of the theoretical and methodological foundations allows the psychologist to design new ways to solve the tasks. This is especially important due to the fact that in the real work of a psychologist there are practically no typical tasks for which certain solutions have been prepared. Each situation is peculiar and unique; therefore, the psychologist is required to be constantly creative in choosing methods of work.

The most important ethical principle of psychology is the principle of no harm. Therefore, the psychologist is required to be able to select methods of action that are adequate to the task. And for this it is necessary to know what theoretical provisions and methodological principles this or that method relies on. Otherwise, there is every chance to harm the customer. Thus, we note the need to teach psychology students not only practical skills, but also the theoretical and methodological foundations of psychology. It can be seen that at the beginning of training, as a rule, mainly theoretical disciplines are taught, and at later stages of professional training, the emphasis is on practice-oriented courses. Perhaps this is due to the fact that initially there is a need to develop in students a psychological way of thinking and perceiving reality. And already on this basis to form a specialist who not only knows, but also knows how. It is also important to note that at the beginning of training, the student adapts to a new social position, accepts the norms adopted in the professional environment, on the basis of which the formation of professionally important qualities and the development of the personality as a whole takes place.

A professional is an active, responsible and free subject in choosing the means of his activity. Therefore, a qualified psychologist should be able to express himself creatively, to realize his competencies in a non-stereotypical form. Therefore, within the framework of various courses, psychology students are offered a variety of creative tasks that allow them to "revive" the theory and learn to think outside the box. In the process of professional training, the personal development of students inevitably takes place, the source of which is educational and professional activity, as the leading one.

V. Ya. Laudis assigns a central place to joint productive activity arising from the joint solution of creative problems, and considers it as "a unit of analysis of the formation of a personality in the process of learning." The system of joint activities can be recognized as normal when all its components are interconnected: the attitude of students to the goals and content of education, the relationship of students to each other and to teachers; the conditions in which learning takes place.

V. A. Ivannikov established the phase character of educational activity.

In the first phase, the current situation is comprehended, the general readiness to perform long-term mental work increases, and organization increases. In this phase, the development of such qualities as diligence, perseverance in achieving goals, attentiveness, self-organization, curiosity, etc. is noted. Interest in the study of certain sciences arises.

The next phase is a period of stable adaptation, when the goal is fully realized and the prerequisites for its implementation appear, the entire system of activity levels comes into line with the main goal of training. In this phase, qualities are formed that characterize the development of general professional skills in students that are necessary for a future specialist, a sense of self-esteem, a sense of social duty develops.

On the basis of various studies, O. K. Sokolovskaya identifies the main psychological features of the formation of the professional position of psychology students:

- a professional position develops as a result of educational and professional activities, contributes to the active acquisition of knowledge, skills and abilities for further professional activities;
- the uneven nature of development in the development of the professional position of students-psychologists, there are latent and crisis periods;
- Under equal conditions created by the university, students form different types of professional position, some students plan to work in their specialty after graduating from a higher educational institution, the rest prefer other professions that are not related to the specialty received at the university.

It is important to note here that only external conditions can be called equal, while the future professional position of a psychologist is largely determined by intrapersonal factors: features of the motivational-required sphere, orientation, value orientations, personal meanings, etc.

It should be especially noted that the profession of a psychologist involves the constant replenishment of the baggage of knowledge, the mastery of new competencies, since the psychologist works with people, and they react to socio-economic transformations with personal changes. Therefore, the task of a psychologist is to be sensitive to innovations in science and practice. Therefore, an extremely important skill that is acquired in the learning process is the ability and desire to engage in self-education.

So, today the professional training of psychologists in universities should include a harmonious combination of a knowledge component, represented by the theoretical and methodological foundations of psychology, and a practical one, which consists in introducing students to specific methods of practical activity of psychologists, and acquiring primary experience of their application in educational situations.

In addition, a special place in the training of future psychologists is occupied by such training, which involves a creative approach to solving problematic problems. In the course of this process, the formation and development of professionally important qualities of a psychologist, as well as the personality of the future professional, his interests and professional position take place.

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