



## Psychologist's identity formation in the field of special education (intelligent component)<sup>1</sup>



**Suprun, Daria**

Ph.D., Associate Professor, Department of The Special Psychology and Medicine, National Pedagogical Dragomanov University, Kiev, Ukraine,

Email: [daryaz@ukr.net](mailto:daryaz@ukr.net)

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This article analyzes the practical aspects of intellectual education as a basic condition of identity formation. Article deals with the nature and components of the “productive” thinking in psychology. Various science approaches launched in psychological and pedagogical to disclosing the characteristics of the mind and intellect of man are reserched. It was shown state of the problem of intellectual education of psychologists (special, medical). Special attention is given to theories of exploration and development criteria of intellectual education, optimal methods complex of psychological diagnosis, which makes determining the level of intelligence, the development program for the development of this component of education and the definition of psychological effectiveness of programs designed to improve the activities of psychologists (special, clinical) to it. The theoretical and practical foundations of psychological assistance to a person who aspires to become a person through mastering the basics of intellectual activity in all areas of their lives, including in valeological.

In order to develop "productive" thinking database design tasks aimed at establishing qualitative changes in the development of certain parties and manifestations of mental activity psychologists (special, medical), which ensured their life of self-values and system values, orientation and awareness of the needs, motivations and interest, subjectivity of behavior, ability to responsibility, act independently and to react adequately in different situations. Proven close relationship healthy lifestyle psychologists (special, medical) such personal characteristics as adequate adekvatnay self-esteem, self-awareness, introspection, social values aimed at business, creativity, responsibility, social adaptability, self-regulation.

The article deals with theoretical and methodological foundations of modern

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<sup>1</sup> Reviewers:

V. Kobylchenko, Doctor of Psychological Sciences, a leading researcher of the Institute of Special Pedagogy NAES of Ukraine, Kiev, Ukraine

M. Sheremet, Doctor of Educational Sciences, Professor, Honorary Member of NAES of Ukraine, Vice President of Ukrainian Association of correction pedagogues, Kiev, Ukraine



methodology of teaching psychology in the context of special psychologists' education. Historical teaching experience of indicated discipline in domestic and foreign universities is reviewed. The present historical and pedagogical analysis of students' training and introduction of modern methodology of teaching psychology as a training discipline of special and clinical psychologists initiated by Academician of NAPS of Ukraine, Viktor Synov and his scientific school is delighted. The nature and structure of discipline are viewed. The prospects for further research in the context of improving the psychological preparation of personnel for various types of special schools are outlined.

**Keywords:** personality, intelligence, mind, productive thinking, methodology, discipline "Methodology of teaching psychology".

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### Introduction

Incarnation in life of personal oriented paradigm of education proposes new requirements for training in high educational institutions. Therefore there is a necessity of forming a new generation of psychologists in the field of special education that can provide expert help for individual with disorders of psychophysical development to create the conditions for successful socialization and self-realization.

### Goals of article

The problem of scientific and theoretical substantiation and development of functional system components of professional training of psychologists in the field of special education, that takes into account practical needs of modern society and integration of the national education system into the international educational space is not completely solved, and this, in turn, negatively is reflected on the level of professional training and is not contributed for competitiveness of the domestic and international labor markets.

So, the aim of the article is the next:

- show the state of the problem of intellectual education of psychologists (special, clinical);
- analyze the practical aspects of intellectual education as a basic condition of identity formation;
- research the nature and components of the "productive" thinking in psychology;
- outline various science approaches launched in psychological and pedagogical to disclosing the characteristics of the mind and

intellect;

- show the various set of basic qualities of individual's complex mind;
- consider the basic pedagogical conditions of mental education of personality;
- open three key components of intellectual development and their main characteristics;
- research formation of the activity component of mental development;
- manifest the process of personal education, sold through a scientific system;
- consider the basic pedagogical conditions of mental education of personality
- research theoretical and methodological foundations of modern methodology of teaching psychology in the context of special psychologists' education.

In government documents on national education policy defined priority content ideas of education personality: the ideas of freedom, equality, national and personal dignity; formation of hard work, mutual aid and self-discipline; thrift; attitude to life and the lives of others as the highest value. Scientists of the Dragomanov National Pedagogical University gained considerable experience with practical implementation in students' and listeners' educational process the theoretical foundations of various areas of education.

Content tasks of education are defined with humanistic position in the "Convention on the Rights of the Child" and "Declaration of Human Rights." Article 29 of that Convention stated that the education of the child shall above all be directed to:

- a) development of the personality, talents and



mental and physical abilities in full volume;

b) development respect for human rights and fundamental freedoms and the principles enshrined in the UN Charter;

c) development respect for parents, cultural identity, language and national values of the country in which the child is living, the country of origin and for civilizations different from own;

d) preparation of the child for responsible life in a modern society in the spirit of understanding, peace, patience;

e) development of respect for nature.

The means of implementing these objectives, in the opinion of Academician V. Synov is the assimilation of fundamentals of culture as a sphere spiritual life that promotes individual abilities to produce their own principles of the activity, behavior, communication, focusing on the best examples of universal and national culture [5].

Therefore, the content of personality education is in its substantive content which provides for the formation of intellectual, moral, environmental, political, legal, economic, communicative, aesthetic, physical culture and work culture, family relationships, etc.

### Theoretical basis of research

Among the various directions of education leading is mental, because the mind along with human morality underlying the formation of human consciousness. Today total volume of scientific knowledge is fast growing. There are well-founded scientific statement that every eight years, it doubled.

Thus, the formation of human preparedness to fulfill their social roles, including professional requires education of commitment and ability to work on a relentless through constant self-education, self-enrichment of knowledge, abilities and skills. In practice, this task is realized through mental (intellectual) education.

From the point of modern psychology, the mind is a combination of human cognitive processes, among which the most important is thinking. Intellect is considered by psychological-pedagogical science as a set of cognitive abilities of the person, the willingness to theoretical search; the ability to think, that is to compare, correlate, refine, analyze through connections and laws of phenomena, events, objects, facts, evaluate them comprehensively and based on

generalizations do own conclusions.

Following the mentioned methodological approaches, we have all reasons to believe that «mental» and «intellectual» education is synonymous concepts that covers the formation of cognitive activity.

According to the results of experts' research in pedagogy and psychology, whatever area of education we are not analyzed cognitive component is always one of the most important for achieving the goal of education. Thus moral education necessarily requires human understanding knowledge of moral standards, the ability to analyze a situation in which it can get and, based on some knowledge to make adequate moral choices, and the ability to provide moral consequences of their behavior and so on. A person is able to achieve this only through the implementation of mental activity.

Legal, aesthetic, vocational, physical education and others, primarily arming person by relevant flexible aggregated transferable, ie those projected in the decisions in unusual situations, knowledge. A production of knowledge depends on the degree of cognitive mental processes, so mind.

It is no coincidence that outstanding psychologist L. Vygotskii argued that know how to properly behave, does not mean to behave properly. We can not agree with another his thesis, behavior rehabilitation begins with the recovery of thinking. Academician I. Pavlov considered the mind as one of persons trait that helps to relate themselves with the outside world [5].

Among the most important tasks of mental training the first necessary to identify the tasks is to form an active, independent, creative thinking. Signs of such thinking are very interrelated, but not identical. Active thinking may not always be independent. For example, when a person listens carefully what he/she is explained, trying to understand the information – he/she thinks actively, but still goes on explaining the evidence for others.

So initiative does not belong to him/her. And only under the condition where the person himself is trying (for someone's task or on own initiative) to understand the material, find the answer to a particular question to recognize it as the original, and not one that exists in the completed form in certain sources of information



we can affirm about the existence of an independent and, of course, active thinking.

However and this process is not creative. Only when a person's own mind, comparing different information come by its own conclusions and generalizations to fundamentally new knowledge, before it was known, that such thinking can already be considered as creative. In educational situations when a person discovers something he/she is still unknown, use the term "productive" thinking, what in the first place indicates that person produces the product of cognitive activity.

The principal difference "creative" thinking is in that it is produced by mental activity, is a fundamentally new not only for the person but also for others.

The next task of mental training is formation person's Fund of effective knowledge from different fields of person's culture. Effectiveness is the main feature of such knowledge.

Presence of a large stock of knowledge is not a sign of efficiency, because some people most of their potential remains unrealized, it is, so to speak, "dead capital." In such cases, the media only significant unrealized knowledge recreate them if necessary in memory, but can not independently acquire on this basis new knowledge, do not know how to apply their knowledge in practice, are not able to move them to new conditions.

So, only effective knowledge show intellectual developed person, and actively and adequately can be used in the intellectual and practical activities can creatively be redone, serve for person as "appertseptyv mass" for arming by new knowledge to enrich intellectual culture.

Another task of mental education of the individual in shaping the culture of intellectual work, which should include: ways of thinking, memory, individual work with sources of information, presentation of results of their activities and so on. Leading place in this task should be discharged for rationalization of training activities. As specific, let's select the creating a culture of oral and written language.

Development of cognitive interests as the main reasons of intellectual activity are the essence of this problem in intellectual education. The varies set of basic qualities of individual's complex mind is formed on a base of resolution of Common tasks. We stopped on their characteristics.

The most crucial of these is characteristics of

**depths of the mind**, that is a person's ability to penetrate into the most significant of what she learns, to separate it from the side, and secondary, to abstract, to generalize the point. The opposite is this quality of mind is superficiality when man met only a few superficial knowledge without revealing the nature of the underlying processes of the mind.

Next to the depth of the mind great importance for the affirmation of the human personality has a **flexibility of mind** that manifests itself in the human capacity to abandon familiar mental activities, from standards consolidated in past experiences, if they do not lead to a successful solution of the problem, the willingness to look for other original ways its solution. The opposite to flexibility of mind is such quality as inertia, that tendency to pattern, inability to switch to new actions, new perspectives consideration of phenomena as required by modern life.

**The constancy of mind** is a person's ability to focus and targeted to solve mental tasks, keeping in mind the totality of the the essential, the main features of the phenomenon over which reflect without being distracted by minor, accidental, which can detract from the correct path to the truth. The opposite of sustainability is instability - frequent distraction, avoidance of tasks under the influence of random components.

**Conscious mental activity**, unlike the unconscious, is the person's ability to express in language (verbalize) the process of their mental activity - that substantiate the the process of solving intellectual challenges. The main condition in this case should understand causal relationships between their mental actions and their results.

**Autonomy mental activity** is manifested in the active searching for new knowledge, new ways of solving problems in a light perception of help when person himself has difficulty in choosing the right solution, taking into account own mistakes and mistakes of others, self-correction of mental activity. The opposite categories to independence of mind is such a thing as "imitation", shown in trying to copy known, rely on outside help without seeing other people's mistakes.

**Criticality of mind**, closely related to the independence and evident in efforts to ensure in the correctness of the material that is perceived, under any circumstances is "doubt". Additional important characteristics of the mind is its speed,



sense of humor as integrated features and others.

In order to more fully highlight the importance of mental education for the formation of personality, let's consider **three key components of intellectual development**:

- Meaning mental activity, ie fund of knowledge of the individual;
- Active component of intellectual development;
- Personal options of mental activity.

Characterizing content of mental activity, ie the "foundation" of knowledge, it is worth mentioning the great teacher K. Ushynskii, who emphasized that the knowledge gained more the mind and the better they worked it, so it (mind) is more developed and strong. Reasoned to the knowledge really "worked" on the mental development of the individual so they should become internal controls of activity and behavior, they must meet a number of qualities.

Let's consider the main characteristics of them:

- **Objective**, ie correspondence subjective of learning knowledge to reality (correct knowledge);
- **Awareness**, when knowledge worked by thinking, but not mechanically learned;
- **Unity of generality** and specificity observed only when certain specific kind of thing a person can associate with the general concept, generalized pattern, and, conversely, when the generalized rule or law can be confirmed by concrete example;
- **Completeness of knowledge** (as opposed to fragmentation) is characterized not only the volume but also versatility to a particular object or whole areas of knowledge;
- **Systematic**, that is knowledge ordering based on the establishing links between them; special role in the systematic characterization belongs to presence or absence of causal relationships;
- **Strength of knowledge** is the ability to store in memory and play for a long time necessary knowledge;
- **Dynamic**, is the ability to use knowledge, transfer them to similar or entirely new situation.

Formation of the activity component of mental development is realized through:

- Formation of correct and conscious ways to perform intellectual activity, individual action and receptions. For example, comparison by the signs that you can compare and material for signs in their totality and more. It is appropriate to use the

methods of establishing causation, proof methods of setting intelligent questions, hypotheses and so on;

- Purposefulness and planning formation to mental activity, manifested in the ability to plan activities so that it led to a specific purpose;
- Formation of self-control and self-correction skills.

The process of personal education options of mental activity, ie factors determining the attitude, sold through a scientific system. Manifestations of this process occur through:

- formation of positive motivation (internal needs) to intellectual activity, including cognitive interests, the constant need for new information. On the positive motivation to intellectual activity should influence and other needs - communication, selfimprovement, overcome difficulties and etc. Great importance has motivation of indirectly-social character, which manifests itself primarily in recognizing the social significance of acquiring knowledge and culture of intellectual work. Equally important is the creation of direct and short motivation is a struggle to succeed both outside and inside by "selfpraise " successfully resolved by intellectual tasks;
- Formation of criticism and self-criticism of mind, which is associated with the development of sensitivity to false or not sufficiently reasonable information, attempts to reach the truth, to find persuasive arguments, and the development of demanding attitude to their own mental activity and its adequate self-esteem;
- Formation of intellectual independence, the need for regular forms of their own position. The foregoing does not deny foreign aid in the process of cognitive activity, creativity, but provides a consistent reduction in such assistance.

Let's consider the basic pedagogical conditions of mental education of personality:

The main condition of mental education is that the educational process should holistically influence the content, activity, personal intelligence components in their systematic unity. Especially we must emphasize the role of psychologist (teacher), whose functions should not be limited by outlining ready knowledge of the discipline. Teaching experience and special researches show that learning efficiency is greatly enhanced when the teacher, along with traditional forms of presentation, and makes the process of self-discovery disciples by



students, listeners of "secret knowledge" based on their mastery of knowledge technique. Only properly organized training can develop a personality.

Not less important for the previous condition is pedagogical account of individual and age students' characteristics. In pedagogical process it is expedient to organically combine the principles of accessibility of information for understanding and mastering with the principle of a high level of difficulty of teaching material. On this occasion Lev Vygotskii noted: to educate and intellectual identity the personality we must always remember about the obstacles [5].

The most reasonable methodically pedagogical assimilation of knowledge condition is that, on the one hand, the material is adapted to the capabilities of students, on the other - their ability to develop and improved, to enable assimilation of the material in a non-adaptive. Mental education should focus on the "zone of proximal development" (that student already performs, while using other), taking into account the "current level of" students. Under these conditions the pedagogical process stimulates development.

Compliance with the conditions direction of the educational process in forming the personality of higher mental functions, characterized by arbitrary and awareness is one of the main keys to educational success [6].

Another condition is the formation of productive (creative) thinking. It occurs due to a given problem in the proposed informal task, which has no ready-made solutions, and encourages people to go through the thinking. Development thinking performance is provided for students staging those types of cognitive tasks that require:

- analyzing information in order to highlight the main, setting its logical structure (subject and predicate);
- comparing objects and phenomena (similarity and difference);
- selection of objects to study the essential features and their separation from minor;
- generalizations based on inductive reasoning;
- specification through deductive reasoning;
- establishing causal relationships in the areas of consequence to the cause ("Why?") And from cause to consequence ("What will be the

result?"). This approach ensures the development of causality and logical thinking;

- proof and refutation;
- scheduling assignment, text, etc.
- monologue reproduction the complex of knowledge by logical system;
- critical assessment of what is perceived;
- transfer of knowledge in increasingly remote conditions than those in which they were studied.

Maintaining constant positive reinforcement of successful students in mental activity, the development of their cognitive independence, which is the essence of another important condition for successful education. Therefore particularly valuable for us is the teaching experience of the teacher and innovator V. Sukhomlynskii who in Labour "I give my heart to the children" truly recreated the actual teaching process stimulating the child's knowledge. So, the foundations of the formation of a person's world lied in created him the "School of Joy" - its the core of intellectual upbringing.

Progress in implementing the tasks of mental training will be felt only on condition that it will be completely subordinated to the idea of development of cognitive mental processes of the future psychologist personality (perception, feeling, thinking, speech, memory, imagination, etc.). This condition is realized only in circumstances of creative collaboration of the main areas of activity education (family, school, vocational education, universities, etc.).

In conditions of a system of social changes and spiritual values, the economic crisis in the country quality training of psychologists becomes of paramount importance, because psychological doctrine that provides stability, prudence becomes imperative in time of modern scientific technology in all aspects of civilized society.

Establishing in the middle of 90s at Defectology Department of Ukrainian Pedagogical Dragomanov University, (now the faculty of Correctional Pedagogy and Psychology of National Pedagogical Dragomanov University) training psychologists for different types of special educational institutions required the implementation of new training disciplines cycle for defectological education.

A special place in this process belongs to the methodology of teaching psychology - complex psychological and pedagogical field of knowledge



that aims armament of future psychologist with theoretical knowledge, practical abilities in the field of mastering the professional skills to transfer knowledge to their colleagues - graduated psychologists.

Development of methodological foundations of Methodology of teaching psychology in higher defectology education, required to study the experience of profiling departments of IKPP in the Institute of Pedagogy and Psychology Department of National Pedagogical Dragomanov University, the psychological faculty of the Taras Shevchenko National University of Kyiv, National Academy of Internal Affairs and other leading universities of Ukraine, with significant experience in the field of psychological training.

Particular interest lays in the study of the experience of the Kiev Institute of Interior Affairs, where in 1993 First Deputy Rector, academician Viktor Synov began training psychologists for law enforcement. Around this scientist was formed scientific school of scientists defectologists (A. Severov, D. Nikolenko, A. Rozhdestvenskiy et al.), who developed conceptual bases of preparation for the aforementioned experts.

The initiative of the colleagues was supported by the Department of psychological disciplines of the National Academy of Internal Affairs, headed by Professor H. Hohlina. It is for her initiative in 2012 the scientists of the department U. Boiko-Buzyl, S. Gorbenko, I. Kushchenko, M. Suprun prepared textbook "Methodology of teaching psychology in high school", which was recommended by the Ministry of Education and Science, Youth and Sports of Ukraine for use in psychological high school. According to the given importance of theoretical and practical focus of our colleagues' work of let's stop in more detail on its professional analysis to popularize their work with new approaches to the study of psychological teaching methods.

The authors of that scientific and methodological work indicate that the current state of higher education is characterized by an increased interest in the introduction of new teaching technologies in educational process. A new approach to training future staff aims to overcome the disparity of student learning needs with individual, social needs and international standards. "The main criterion of the university is the level of preparedness of graduates, rational combination of their theoretical knowledge with

the ability to apply them in practice, which means the need to make the search for effective forms and methods, improve programs, curricula, developing new teaching methods" [5].

### **Theoretical and methodological research**

An active cognitive position of the student in the mastery of knowledge - a necessary condition, which, together with adequate methods, techniques, forms of training provides the appropriate level of assimilation. Humanization of educational activities actualizes interest and directs attention to the inner world. Knowledge of the laws and patterns of human mental activity raises it to the highest level of awareness of the indissoluble unity of nature, society and the individual [3, 4].

Deep mastering by knowledge of methodological and theoretical problems of psychology opens the way for students to practice and research. Interest in psychology as a science and practice areas prevailed throughout the twentieth century. It was assumed that for successful teaching psychological disciplines enough depth knowledge of scientific and applied psychology. Recently, however, more and more professionals aware of the fact that psychology as a subject and psychology as a science – are not identical concepts. Psychology has its educational task, because for successful teaching is not enaught only psychological knowledge, it is necessary skill to educate.

There are peculiarities and difficulties in psychology teaching. These difficulties relate both to the specific psychological knowledge and to the peculiarities of its assimilation. Equally important is students-psychologists' attitude to the discipline. Psychological knowledge today recognized as humanitarian, though long considered as natural-scientific [3]. It has specific characteristics that must be considered in teaching psychology:

1. The subject of psychology is a personality that develops and varies with age, with the nature of activity.
2. The process of cognition psychology is dialogical, because the object of knowledge and the party that cognizes - personality. Therefore, the knowledge of psychological reality is refracted through the personal characteristics of the person.
3. The process of cognition psychological



phenomena requires not only logical, but also imaginative and visual-efficient thinking and the development of imagination. Student psychologist must learn to think in images, to move them freely and match them. For example, consulting psychologist during the work requires the ability to freely operate with client's images to include him/her to a particular situation. This enables to better understand the client's problem and help in dealing with it. To provide the characteristics of any psychological phenomenon we offer to cover: a system of concepts (definition description), the functions of psychological phenomena (destination), mechanisms (as appears and functions a phenomenon), types (classification), patterns (laws, especially properties), individual, age and gender characteristics, patterns of development and formation (in ontogeny, and may be in phylogeny), disorders, psychological theories, research methods.

Understanding the structure of psychological knowledge can help students understand the reality of psychological integrity in all its variety connections and relationships. In terms of teaching psychology proposed scheme can be a support for courses' planning and analysis of completeness learning by students.

Academic discipline "Methodology of psychology teaching in high school" is an integral part of future psychologists' training and psychological part of the cycle of curriculum "Psychologists" of all specialized institutions. Methodology of psychology teaching in high school - training course that examines the process of psychology teaching, its laws, relationship to other sciences to improve the effectiveness learning.

Methodology of psychology teaching in high school in the system of psychological disciplines has its purpose, content and objectives. So, we mark the most common interpretation of it:

- specific patterns of educational process, which determine the content of training and education, a system of meaningful pedagogical tools, which are necessary to achieve educational goal;
- methods, forms and means of studying psychology, their specificity and features;
- studying of the most effective forms of mastering scientific and psychological knowledge, the acquisition of psychological skills and abilities,

and synthesis of psychology teaching experience as a discipline;

- psychology, which turned on itself;
- psychological methods of teaching knowledge and skills, methods of psychological education and training of psychological practical ability;
- The system of tools and techniques designed to increase efficiency, effective assimilation and use of knowledge in practice, the organization of joint activities of educators and students for the purpose of self-management and training activities.

### **Discussions**

From the analysis of of literary sources follows that the purpose of academic discipline Methodology of psychology teaching in high school are mastering by students the knowledge system of theoretical and methodological foundations of psychology teaching as a science; improving the quality of psychology teaching in different fields of activities of the future psychologist; disclosure features of use a variety of methods, forms and means of education; mastering the techniques of professional self-education. Thus, the student should be able to perform the following professional activities: diagnostic and corrective; expertise and consulting; training and educational; scientific and research; cultural and educational.

Accordingly, Methodology of psychology teaching in high school as a training course has the following purposes:

- give for students-psychologist knowledge about the specifics of psychology teaching;
- form skills and abilities of management of teaching process;
- promote the development of the students' educational abilities;
- promote the need for educational activities and the ability to organize it effectively;
- help students in mastering the techniques of professional self-education;
- promote learning and personal development of students in the context of their chosen profession.

Principles of teaching psychology based on common educational principles. Principles of teaching - the guiding ideas in organizing training sessions, evidence-based guidelines, rules, norms of regulating the education process. N. Davydiuk





identified the following main principles underlying the study of psychological disciplines, including: principle of science, principle of systematic, principle of unity of rational and emotional. principle of unity of subject-oriented and personally-oriented study of psychology, principle of unity of empirical and theoretical knowledge. principle of availability, principle of illustrative purposes, principle of activity, principle of connection psychology study with life and practice and studying of psychology should be developmental in nature [2].

Central to the Methodology of psychology teaching in high school, as educational discipline, cover methods, forms and means of teaching psychology, their specificity and features.

Teaching method is a system of interrelated activities which consistent teacher and student that provides assimilation of curriculum. Teaching methods in high school are directed not only to transmission of knowledge and perception, but to the penetration in process of development of science, opening its methodological foundations. They are characterized by such factors as: the purpose of learning, ways of learning content and nature of the interaction between education participants (lecturer and student).

Teaching method as a multifaceted pedagogical phenomenon is disclosed at various classifications of scientists. Choosing the right teaching methods in accordance with the purpose and content of training, students' age, promotes the development of appropriate cognitive abilities of students and arming them by abilities and skills to use the acquired knowledge in practice, prepares them for independent life, forms their ideology.

Depending on the level of students' cognitive activity, teaching methods divided into two groups: reproductive and search.

Reproductive methods characterized by the fact that they help students master knowledge in the finished product, carry out intellectual and practical actions based on the model.

Search methods provide consistent and meaningful involvement of students in solving cognitive tasks of varying complexity, during which they actively acquire new knowledge and skills.

Teaching methods of psychology are based on teaching techniques - separate operations or practical actions, develop or complete the way of

learning material. For example, techniques of mental activity activation during the oral presentation of knowledge: compare, comparison, stimulation, control and self-control; conversation method includes the following stages: presentation of information, activation of attention and thinking, memorization, illustration etc.

Educational means - all that helps to improve the quality of education. These include: printed methodological means: textbooks, teaching materials; visual aids: natural - equipment, tools, samples, etc; figurative (graphic) - photographs, reproductions of paintings, posters; semantic-symbolic - symbolic models, graphs, charts, tables, etc.; technical means of training, information - video equipment (TV, camera, computers, projectors, etc.), audio equipment (tape), projection equipment (multimedia projector, interactive whiteboard); control - simulator to prepare for tests and examinations, devices for the diagnosis of cognitive processes and personality traits (computer diagnostic techniques).

Form of studying is particular organization of educational process. It consist of certain organizational and time limits, which implemented the task to take the goal of lesson. There are the following forms of education: front (lectures), group (seminars and workshops, educational games, trainings), individual (term papers, theses, individual tasks). The main forms of discipline are lectures, seminars and workshops, independent work.

Checking the quality of learning is provided by such basic forms of control as current control and final (exam or test). Methods, forms and means of teaching are selected according to the specific academic subject and single topic [1].

So, N. Davydiuk determines psychologists working in any applied field for start should know the basic patterns of the theory of applied activity to correctly build the structure of teaching and learning, to take into account patterns; be able to navigate in today's scientific concepts to correctly identify and solve practical and research problems; participate in practical applied activities, cover basic methods of psychodiagnostics, correction and psychological consulting; possess complex knowledge and methods of teaching psychology. However, the most significant professional educators resources



are those based on his/her communicative power, on his/her ability to interact with students in the pedagogical communication [2].

Thus, modern psychology lecturer of the university aims to solve such problems as formation of students' intelligent component, his/her scientific ideology and high moral qualities of personality, develop professional orientation and interest to future profession, and develop the ability to apply theoretical knowledge of psychology in practice. So, promote modern psychology lecturer aims to promote psychologist's identity formation in the field of special education (in particular, intelligent component).

For this lecturer has to master the object of his teaching search, to have profound professional knowledge. On the basis of his professional knowledge emerges pedagogical consciousness - the principles and rules that are based to the actions and deeds. These principles and rules of each lecturer produced on the basis of his/her experience, but understand them you can only by use scientific knowledge, which require regular replenishment.

### Conclusions

Historical analysis of educational achievements of scientists in the research Methodology of psychology teaching in high school testified that their creative heritage can be a key to improving the process of preparation of modern psychologists for different types of special schools.

Reasonable and methodologically justified is professionally directed training of psychologists in the field of special education, the ultimate goal of which corresponds to outlined concepts of the student about future professional activity (objectivity activities), stimulates appropriate measures needs to obtain knowledge (motivation activity), leads to accordance training activities for personal use (purposeful activity) and also promotes the comprehension of the actual

necessity of professional training as a guarantee to become educated, cultural, professional, competitive and successful person (awareness activities). Specified development occurs in the following psychological conditions: overcoming psychological barriers and protections, reduce symptoms of anxiety; forming a system of knowledge and skills as the basis for the development of professional motivation; promote self-actualization as the basic precondition of the mentioned motivation. Perspective of our scientific research in the intellectual development of man is the development of motivational principles to the development indicated.

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