

# PSYCHOLOGICAL AND ORGANIZATIONAL- PEDAGOGICAL FOUNDATIONS OF TRAINING PSYCHOLOGISTS IN THE HIGHER EDUCATION SYSTEM

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## Abstract

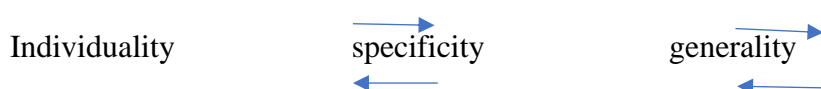
Some information is provided on the organizational and pedagogical foundations of the cognitive-psychological process in ensuring the continuity of improving the training of psychologists-specialists in the higher education system. Taking this into account, three specific aspects of leading the training of psychologists-specialists in the higher education system are highlighted.

**Keywords:** Psychology, training, diagnostics, thinking, motive, need, leadership, education, system, specific, specialist.

## Introduction

There are two ways to find a solution to the problem posed in any scientific research: the movement of intellectual thought (imagination), like a vehicle leaving a starting point, from the particular, to the particular, and from there to the general, and vice versa, from the general, to the particular, and from there to the particular.

Comparing these creative paths, we can imagine the following scheme.



This scheme is important in developing a theory of individual thinking behavior in scientific research.

The creative thinking of the person in question moved according to the philosophical foundations of the movement of scientific thinking - from the individual to the specific and from it to the general - towards the knowledge of the movement. It is this scheme that constitutes the subject of logic. In psychology, its subject is the crookedness of the path of technical thought leading to the knowledge of truth, its cause, how obstacles arise on this path and how to overcome and pass them, and achieve scientific truth in short and easy ways. [1]

The relationship between logic and psychology, the components of organizational structure, requires a comprehensive and in-depth analysis and study in solving psychological problems. In this way, difficulties (hereinafter referred to as psychological barriers to cognition, BPT) serve as an important factor activating reflective thinking.



Psychology notes that activity is one of the most important qualities of a person. Increasing and directing a person's activity towards a goal, and from there towards creative activity, in turn, forms a person's need to achieve a goal related to any activity.

In psychology, a need goes through several stages of development. The first stage is preoccupation. This is a form of manifestation that corresponds to the elementary state of the need, which has not yet been consciously recognized by the individual.

The second, much higher level that ensures the development of a need is desire. It refers to the complex of a person's conscious attitude towards the study (creation, improvement) of a phenomenon, thing, or object related to his profession.

The third, more complex stage of need development is interest. Interest is actually based on need. Interest never arises without need. Interest, which is based on need, is to some extent character-dependent and appears as an active factor in relation to need. Interest is not only a “catalyst” in the process of need satisfaction, but also serves to generate additional needs. [2] Interest is formed under the influence of a person's activities and external lifestyle conditions, and the role of education and upbringing is also important. All of this plays an important role in the life of an individual by influencing such psychological functions as attention, intuition, imagination, memory, understanding, thinking, and freedom.

Thinking plays a significant role in the conscious emergence of curiosity and its normative management. The richness and brilliance of imagination cannot but affect the nature of curiosity, which further clarifies and strengthens the need. [3]

In modern psychology, thinking is recognized as an important form of creative activity of the individual. Thinking has three specific characteristics:

1. Thinking is an activity aimed at solving various problems and issues;
2. Thinking is an activity that is carried out in connection with a person's inner feelings;
3. Thinking is an activity that arises from the imagination and concepts of the environment surrounding a person, and its basis is the process of thinking.

The thinking process begins with the creation of a problem situation. Regardless of what this problem situation is, the main thing in it is the contradiction between the needs and possibilities of the subject. As a result, the creative person forms a working hypothesis to find a solution to the problem. In other words, the problem of creativity here is a kind of image of thinking in a problem situation. With the addition of the problem, the necessary requirements of what to do and what to look for, what is necessary for this, arise. In this sense, it is appropriate to call thinking a model of psychological diagnosis. However, it should not be forgotten that the motive of activity is important in solving any psychological problem. Therefore, the conscious mastery of motives of activity plays an important role in solving creative problems.[4]

One of the leading psychologists defines the motive for activity as "The most important motive for activity is the socially beneficial significance of the result of this activity."

Applying what has been said to psychological diagnostic activities and defining a motive, we can say that it is a set of actions (or a process of activity) aimed at resolving a problematic situation (finding a solution) in order to satisfy a specific need related to the object of thought. It is clear from this that issues of psychological diagnostics (PD) require an understanding of motives and the formation of a need for them from the scientific supervisor, as well as knowledge of the factors that determine these or those motives.[5] **(Figure 1)**



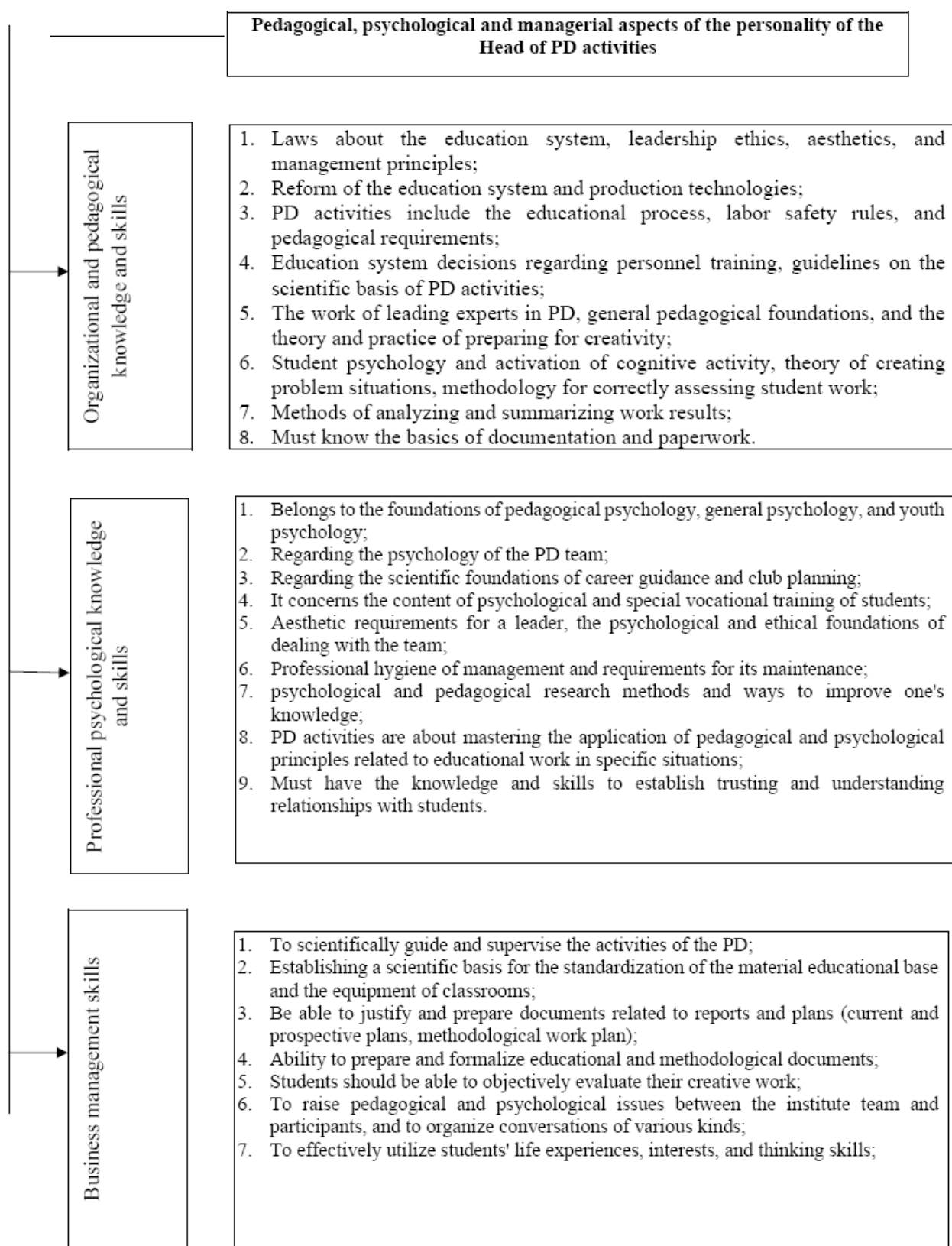


Figure 1 Pedagogical, psychological and managerial aspects of the PD activity leader

The PD leader, in collaboration with the faculty and department teachers, works on the basis of a plan for the current academic period. The more clearly and correctly the leader plans the work, the more easily and with interest the students will solve the assigned problem.

In conclusion, it is worth noting that modern trends in the training of psychologists-specialists in the higher education system require ensuring the continuity of the cognitive-psychological process in accordance with the categories of individuality, specificity and generality of psychological diagnostics, managing the psychological characteristics of the scientific supervisor and each participant, a special endurance and perseverance, skill, the art of strategic and tactical approaches. The effective implementation of this activity requires knowledge and implementation of the nature of the specific psychological aspects of the internal emotional needs of students and the laws of their logical development.

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