

MODERN TENDENCIES OF DEVELOPMENT OF PEDAGOGICAL PSYCHOLOGY AND PSYCHOLOGY OF EDUCATION

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Abstrakt: The article describes modern tendencies of development of psychological and pedagogical knowledge. The socio-psychological foundations for future research are formulated and the outstanding questions of the existing theoretical concepts in the field of training and upbringing are indicated. Particular attention is paid to the issues discussed in the round table “Topical problems of pedagogical psychology and psychology of education” at the conference “Anan’evskie chteniya — 2015. Fundamental problems of psychology”. The needs and challenges on the problems of educational psychology at the levels of state, society and man, which practice formulates for scientific community, are identified. Refs 10.

Keywords: development, education, training, upbringing, subjects of education, anthropology and psychology of education

Актуальность и логику поиска нового в условиях изменения прежних концепций образования it determines the transformation of social institutions caused by changes in the cultural, humanitarian, social, scientific and technical, economic, and political fields. Today, the range of psychological and pedagogical research has gone far beyond the school/university and is no longer limited to the

problems of teaching and upbringing, traditionally included in the competence of pedagogical psychology. The concept of "long-life learning" (lifelong learning)

it has determined the prospects for new research focusing on the whole variety (personal, interpersonal, cognitive, rehabilitation, etc.) of the changes taking place in a person's life when he is included in the field of education. Thus, the tasks that previously lay exclusively in the context of the psychology of teaching and upbringing, as well as the psychology of the one who teaches, have now expanded to the level of general humanitarian, humanistic, socio-cultural.

Of course, the transformation that took place would have been impossible without the contribution of outstanding Russian psychologists to the development of pedagogical psychology.

The book "Pedagogical Psychology", written by Pyotr Fedorovich Kapterev in 1877, reprinted and supplemented by him three times, in fact, was a kind of reference point when psychological science focused on problems related to human education and upbringing. He explains: "...pedagogical psychology is neither general psychology, nor child psychology, nor pedagogy, it is a discipline that connects psychology with pedagogy, leading from psychology to pedagogy" [1, preface to the third edition, 1914]. In fact, from that moment on, psychology was recognized as a key field of knowledge that determines the scientifically based training of human education specialists-psychologists and teachers.

It is important to note that it is psychology in its integral content, and not a discrete representation (exclusively pedagogical psychology) that has become an integral part of the processes of teaching, upbringing and human development, which was manifested in the formation of a special direction — pedology (the doctrine of child development). In the XX century, pedology brought together

specialists from different fields involved in the process of development, upbringing and education of children. These are V. M. Bekhterev, who initiated the creation of a pedological department in St. Petersburg, P. P. Blonsky, L. S. Vygotsky, A. P. Nechaev, and M. Ya. Basov, and abroad —

D. M. Baldwin, E. Kirkpatrick, E. Meiman, et al. In pedology, pedological counseling, testing (psychodiagnostics), work with parents, the method of natural experiment were introduced, a laboratory of experimental pedagogical psychology was created, etc. The distinctive features of the research were the close connection of pedagogy and psychology, its experimental orientation, which became one of the prerequisites for the reliability and scientific nature of the work [2]. The works of B. G. Ananyev and his students (N. V. Kuzmina, V. I. Ginetsinsky, V. A. Yakunin, V. K. Elmanov, V. P. Trusov et al.) actually determined the further development of pedagogical psychology. They were devoted to the issues of adult education, the anthropological issue of human development, education and training, the psychological characteristics of pedagogical skills, cognitive processes. In 1994, the book "Psychological Pedagogy" by V. P. Zinchenko was published, where the construction of an educational system based on psychological principles and the corresponding "cultural and historical pedagogy" is considered. In 1995, his work "Affect and Intelligence in Education" included ideas about the soul in education, about the place that "living movement", "living knowledge" occupies in education, as opposed to the expansion of technocratic thinking. The well-known expression "As we read, so we learn" today raises issues related to working with information carriers, electronic resources, databases, systematization of information, forms of electronic visualization of educational information to a new level. In this sense, it is necessary to study cognitive processes, emotional and value spheres of a person,

taking into account the changing educational environment. Special attention is focused on educational strategies-meta-skills and meta-competencies that allow you to master the educational content and organize your own individual educational space. The innovative educational environment appeals to the transformation of teacher training, updating the content of their training .4 Separately, we can talk about the problem of an external nature, the actual relationship between the state and the school. A school is a state-public institution, but the bureaucracy hinders teachers. The social situation of development as a cultural situation is a fundamental problem of any education, including professional education .5 It is necessary to find answers to the question: what conditions should be created today for the professional and personal development of a teacher, the formation of his readiness for innovative changes, for the openness of the educational space, mobility and flexibility in work? In general, to solve the problems of the theory of psychology in the field of education, it is necessary to: - determine the categories; - to highlight aspects in the development of education taking into account human nature (genetics, psychophysiology, etc.); — to promote professional and personal development within the framework of the continuous concept of education .6 Thus, the current trends in pedagogical psychology and the psychology of education lie in two planes: as a branch of knowledge in the most important task of training specialists in the field of education and as a scientific teaching about the processes of the "human in man" itself [4, p. 15] in the period of development, education and training as part of the educational process and as independent processes of the psychological and pedagogical direction. In the works of V. V. Serikov [8], we see the emergence of another direction — the study of the conditions of the pedagogical environment in connection with the development of personality as the "essential substance of a

person". The basis of the search topic is pedagogical tools and mechanisms for developing the experience of subjectivity in students involved in educational activities at all levels — from preschool to university. The training system, focused on the development of various types of social activities, is based on a competence-based approach. Didactic and researchers of the psychology of the educational environment distinguish three options for building a learning system based on a competence-based approach: the ordinary method is the acquisition of experience through trial and error; the algorithmic method is through the development of an indicative basis and the subsequent completion of tasks according to the main parameters and procedures; and the last, meta-subject approach is through an independent search for algorithms, procedures and their conscious creative application to solve everyday, educational and other tasks. The Federal Educational Standard of the latest generation and the National Doctrine of Education of the Russian Federation until 2025 in their structure already contain indications for the transition from a competence-based approach to a meta-subject approach. A distinctive feature of the meta-subject approach is the transition from the separation of strategies and the content of individual academic disciplines to the study of an objective phenomenon from the point of view of various sciences. At the same time, an obligatory condition is the integration of the content of education, theoretical thinking and universal ways of cognition and activity of students. The result is the formation of a holistic picture of the world, the preparation of the student for subject-subject interaction, the formation of the ability to transfer theoretical knowledge into the practice of everyday life. In these conditions, our own knowledge base will be built through mastering universal information skills using information modeling techniques, as well as on the basis of skills and skills of applying and using

information media and communication technologies, collecting, converting, storing, applying and transmitting information. It is assumed that meta-skills will allow students to adapt their already acquired knowledge to new circumstances, goals and tasks, will increase the adaptation of individual and group skills, will increase awareness, independence and autonomy of individual decision-making, will help reduce the level of stress in the conditions of modern intensity of the information space. A special condition for the formation of meta — languages is interactive forms of interaction and learning, which, in addition to the main functionality, allow students to develop communicative skills, group work skills, taking into account the actual patterns of personality development, its formation as a subject, the dominant of their life activity [9]. In this context, a special place is occupied by a number of studies devoted to the problems of creating an accessible educational environment with the functions and capabilities of taking into account the characteristics of the contingent of students of both physical and psychological nature, the problems of the possibility of creating a process of joint education of children with different opportunities [10]. That is, the situation of personal development in relation to the educational space acts as a coordinate for creating a space in which relationships, events, actions actualize the processes of meaning formation, shift motives to the goals of activity (A. N. Leontiev), transforming the way of thinking and behavior. It is important to note that at the same time, the content of education acquires a situational-contextual form. The carriers of such education are the events that arise in the intersubjective relations of interaction between the participants of the educational environment, and the way to create a new content of education is to change the trajectory and technology of teaching the teacher himself, his preparation for a new type of professional activity. Unfortunately, not all problems of

implementing the strategy for the development of modern education have effective solutions. Many innovative directions in education have a lot of imitations and attempts to give wishful thinking. This is facilitated by a number of unresolved problems in the field of teacher training for the introduction of both methodological and personal nature. Often, the teacher is not an independent creator of the student's educational route within the framework of mastering the content of the discipline, but acts as an object of introducing new standards, schemes, methodological instructions that supposedly contribute to solving all problems. In our opinion, the solution of modern problems of psychological and pedagogical orientation is possible: — with the help of interdisciplinary research groups, which would include sociologists, philosophers, teachers, psychologists, physiologists, which corresponds, for example, to the awareness and solution of the problem of Western theory; — through the inclusion of practitioners in research groups as tasks of the scientific community. — on the basis of paying attention to the personality in education in all aspects of related issues. The theory of the scientific school and the modern understanding of the problems of man and society are a stimulating factor in the development of psychological and pedagogical knowledge, contributes to the creation and development of the basic concepts of the theory in relation to the person, the individual and allow solving the problems of educational practice.

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