



TAXONOMY OF TRAINING ACTIVITIES IN THE STUDY OF PSYCHOLOGY

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Abstract

The article describes the educational activities, technical methods, technologies in teaching psychology, their content, and the opinions of scientists.

Keywords: Learning, learning, technique, method, student, requirement, task, taxonomy, education.

Introduction

Taxonomy of educational activities in the study of psychology Educational tasks are the determination of educational goals necessary for the selection of appropriate methods and techniques. With their help, what students need to learn is determined, the digestible content is analyzed. An interesting and constructive approach to the classification of educational tasks was proposed by D.A. Tollinger (1981); this approach to psychology education was revised by V.Ya. Lyaudis (1989). Educational tasks can be divided into six classification groups according to their cognitive characteristics: 1) the first group consists of tasks that require the repetition of knowledge; 2) the second - tasks that require simple mental actions (description and systematization of facts); 3) the third - tasks for complex mental operations (argumentation, explanation); 4) the fourth - tasks related to the formation of certain speech expressions to express an effective thought movement (abstract, essay, original scientific text); 5) the fifth - tasks for effective thinking (solving problems). Within each group, subgroups of tasks are distinguished; 6) the sixth - reflexive tasks. Taxonomy of educational goals in teaching psychology V.Y. Liaudis proposed expanding some groups of tasks, in particular groups 4-5, in connection with the teaching of psychology. The tasks of group 4 are interesting because they combine reproductive and productive forms of mental activity. In this regard, it is possible to



distinguish various psychological descriptions and explanations. Thus, descriptions can have the form of an explanation, the form of a projection of logical relationships can be created using metaphors and other methods of artistic thinking. Explanations can be built using the apparatus of conceptual logical thinking (interpretation of symbols, use of symbolic analogues - parable, legend, artistic image). A distinctive feature of the tasks of group 6 is that to solve them it is necessary to create a special situation of educational interaction. This situation is characterized by the fact that students are faced with the need to implement and emphasize the methods of their cognitive actions and consciously develop strategies for solving all types of problems. From establishing knowledge on topics, students move on to establishing the methods of their mental activity. The listed tasks are solved using various educational methods. Oral presentation methods in teaching psychology As noted above, the term "method" comes from the Greek word "methodos" and denotes a path leading to a goal. Educational method is a way of organizing educational and cognitive activities of a teacher aimed at helping students master the educational material and solve various didactic tasks. The classification of educational methods by the source of knowledge and skills is widespread. In accordance with this, there are the following: 1. Oral presentation methods (the source of knowledge and skills is the oral or printed word). 2. Demonstrative methods (the source of knowledge and skills is objects, phenomena, visual aids). 3. Practical methods (the source of knowledge and skills is practical actions performed by students). Oral presentation methods occupy a leading place among the methods of teaching psychology. The main advantage of oral presentation methods is that they allow you to convey a large amount of information in a short time. Oral presentation methods include storytelling, explanation, conversation, discussion, and working with books. These methods are mainly used in lectures and seminars, when students work independently with textbooks, manuals, and scientific literature, and during consultations. Depending on whether the speech perceived by the student is oral or written (printed), oral methods can be divided into oral and written types. Each of them has its own advantages and disadvantages. Oral methods used by the teacher in lectures, seminars, and consultations allow him to explain the material more successfully: ♦ Use of non-verbal means (mimicry, gestures, speech intonation, posture, pantomime of the teacher); ♦ receive timely feedback from students on their understanding of the educational material (using speech words, questions, and students' facial expressions); A number of special techniques can be



used to make students work with printed materials more effective: ♦ summarizing - a brief summary of the content read; ♦ creating a text plan (simple or complex plan); ♦ writing abstracts - a brief summary of the main ideas of the text read; ♦ quoting - writing verbatim excerpts from the text; ♦ writing an annotation - a brief, concise statement of the main meaning of what was read; ♦ reviewing - writing a short review expressing your attitude to the material read; ♦ creating a formal-logical model - a verbal schematic reflection of the material read; ♦ creating a thesaurus of ideas - an ordered collection of key concepts on a topic; ♦ creating a matrix of ideas - a comparative characteristic of the same objects and phenomena in the works of different authors. As we noted in previous chapters, oral methods, in turn, are divided into dialogic and monologic. The simplest type of oral speech is a dialogue, that is, a conversation conducted by interlocutors who jointly discuss and solve some issues. The second type of oral speech is a monologue speech, which is spoken by one person to another or to many people listening to him: this includes a teacher's story, a student's extended answer, a lecture, etc. Students' understanding of the teacher's monologue causes them certain difficulties, especially if he repeats the written text of the textbook word for word. Oral monologic speech differs from written speech in its structure. The teacher must be aware of these differences. When preparing a lecture, it is necessary not only to rewrite the relevant material from textbooks and manuals, books, articles, but also to didactically process it and adapt it to the style and syntax of oral speech. A simple recitation of the text of a book (or article) is perceived with difficulty due to long sentences and complex turns of speech. A group of German scientists found that more than half of adults are unable to hear sentences with more than 13 words. If the chain of spoken words lasts more than 6 seconds, listeners lose the meaning of the phrase. One third of adults forget the beginning of a sentence even when the 11th word is spoken. Only 15% of listeners manage to understand and assimilate long sentences (more than 18 words)¹. Therefore, when preparing a lecture, it is necessary to consider the original text of the book in the following order: 1) reduce the length of sentences by omitting unimportant words and fragments; 2) divide complex sentences into simpler ones; 3) reconstruct the structure of complex sentences in a simple and understandable way; 4) formulate questions that stimulate student motivation and activity; 5) replacing terms that may cause difficulties in understanding the teacher's thoughts with simpler words, without losing their scientific properties. The psychological characteristics of the teacher's speech are of



great importance for increasing the effectiveness of the lecture. In this case, it is recommended to use the following effective speech tools: 1) linking new material with the acquired knowledge and experience of students; 2) question-and-answer form of presenting the idea included in the monologue; 3) use of the syntax of oral speech (the predominance of simple sentences over complex ones, the clear structure of complex sentences); 4) personalization in the presentation of educational material (personal attitude to the material, showing personal experience); 5) illustrative, illustration of speech; 6) rewriting for better understanding; 7) the use of pragmatic statements along with informative ones (affecting the attention, memory, thinking, emotions of students). In addition to the teacher's speech, there is a non-verbal effect on students. The main means of such influence include: 1) communication distance (in terms of spatial arrangement); 2) visual communication; 3) facial expressions; 4) situation; 5) gestures; 6) phonetic features of speech (tempo, tone, strength, rhythm, tension, pause, intonation). The successful use of the above speech tools and non-speech effects increases the effectiveness of the monologue as an oral teaching method. The active position of students contributes to the formation of strong knowledge and skills, along with critical thinking. This advantage of the dialogic method is largely realized in seminars and consultations, since dialogue and discussion are the basis of these forms of training. Their effectiveness depends on how the questions are posed. These can be: 1) questions that stimulate reproductive activity: "remember", "tell", "describe", "describe", "discover", "add"; 2) questions that stimulate productive activity: "compare", "contrast", "generalize", "draw conclusions", "analyze", "highlight", "how they are related".

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