

Irina Khavina

An extended abstract of a paper on the subject of:
“Pedagogical technology as a necessary component in training by psychology”

Problem setting. Today in the course of training bachelors of psychology should be paid due attention to the internal needs of the necessity of mastering the content of professional and special disciplines. Since receiving certain knowledge, modern specialist does not stop there, and tends to get more knowledge in the industry and beyond. Conditions of work of psychologist require a specialist contemporary continuous improvement of acquired knowledge and skills. That is why continuing education should become an acute necessity for a professional future bachelor's psychology.

Recent research and publications analysis. Pedagogical technologies developed many teachers. Famous Scientists A.S. Makarenko, V.A. Sukhomlinsky, S.T. Shatsky and others were supporters of educational technology. For example, B.T. Likhachev believed that educational technology - it's part of science teaching; V.P. Bespal'ko, V.V. Guzeev considered her teacher training system in higher education. As a pedagogical process, educational technology is considered by scholars such as V.S. Bezrukov, M.M. Levin V.D. Simonenko; and scholars such as V.V. Serikov, V.A. Slastenin etc. interpreted its contents as a procedure activity of the teacher and students.

Paper objective. Consider the content and features of educational technology and find out the prospects for its use in the formation of basic professional competence in undergraduate psychology in the study of natural science disciplines.

Paper main body. Today, the quality of training is determined by: the breadth of his outlook, the scope and depth of professional knowledge and skills; the ability to effectively realize their professional potential; desire and ability to improve their own training.

It should be noted that the Bachelor of Psychology in their professional work often uses the knowledge, skills and abilities in science disciplines. Today, therefore, the purpose of education should not only be listening to lectures and practical active learning. In the study we looked at educational technology as a mandatory component of the structure of the professional core competencies. In the process of preparation of bachelors in psychology aim it was delivered to create a pedagogical technology that would facilitate the efficient formation of BOD, which, in turn, in the future will determine the overall outcome of vocational training.

Today pedagogical technology allows you to create, process, store the acquired knowledge and skills. It will be an important factor and means to improve implementation of professional competence; it is a powerful tool to enhance its competitiveness.

After analyzing the scientific literature, we concluded that to date there is no universally accepted definition of "educational technology." Virtually every scientist gives his definition of this concept, depending on how he uses it. Also today there is no generalized classification of educational technology.

In this article we have tried to examine and classify the different definition of "educational technology", and its various classifications.

Conclusions of the research. Given the foregoing we can formulate the following conclusions.

Firstly, it should be recognized that there is currently no common definition of the concept of "Educational Technology" in the scientific literature, so well-known scholars in different ways give her definition, depending on where and how it is used.

Secondly, today, there are many classifications of educational technology. Every scientist classifies educational technology in accordance with the organization of educational process; learning objectives; the structure of the content of the discipline; variety of methods, techniques and tools used in teaching.

Third, in the process of preparation and formation of positive motivation in the future expert on the psychology of an important means of promoting his education will not serve a pedagogical technology, and a set of several pedagogical technologies assembled into a coherent whole.