

The Technological Model for Preparing Future Psychologists for Professional Activities in a Dual Education Context

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Abstract: This article presents a technological model for preparing future psychologists for professional activities within a dual education system. The study emphasizes the importance of pedagogical modeling as a methodological approach, highlighting its role in understanding and improving the training process. The model integrates universal, hierarchical, problem-oriented, dynamic, predictive, and diagnostic principles, ensuring the development of professional competencies in future psychologists. Special attention is given to causal relationships, adaptability, and the role of feedback in enhancing the model's effectiveness. The article also discusses the interdisciplinary, participatory, and artistic dimensions of the model, aligning it with state educational standards and societal demands. The findings provide a comprehensive framework for fostering qualified and adaptable professionals ready to address the challenges of psychological practice.

Keywords: Dual education, pedagogical modeling, professional competence, future psychologists, technological model, training methodology, interdisciplinarity, adaptability, feedback mechanisms, professional development.

Introduction

Modeling as a research method plays a pivotal role in pedagogy, offering a systematic approach to understanding and developing educational processes. The methodological foundation of pedagogical modeling has been extensively explored in scholarly works, including those by A. Chorlieva¹, B.K. Khodzhaev², Yu.A. Konarzhevsky³, and V.V. Kraevsky⁴. Modeling serves as a critical tool for studying complex natural, social, and socio-natural phenomena, which can be analyzed through material modeling (tangible objects) and symbolic or informational modeling (abstract processes).

Modeling combines abstraction and idealization, allowing researchers to analyze and predict intricate systems influenced by multiple interrelated factors. In scientific methodology, a model represents a conceptual or physical system designed to replicate or simulate aspects of a real-world phenomenon, thereby enabling researchers to gain new insights. For instance, models

¹ Чориев А., Чориев И. Педагогиканинг фанлараро боғлиқлик методологияси. – Т.: Фан, 2011. – 165 б

² Xodjayev B.X., Choriyeu A., Saliyeva Z.T. Pedagogik tadqiqotlar metodologiyasi. – Т.: IQTISOD DUNYOSI, 2018. – B.30.

³ Конаржевский Ю.А. Менеджмент и внутришкольное управление. М.: Центр «Педагогический поиск», 2000. 224 с.

⁴ Краевский В.В. Методология педагогики: новый этап: учеб. пособие для студ. высш. учеб. заведений / В.В. Краевский, Е.В. Бережнова. – М.: Академия, 2008. – 400 с.

provide not only descriptive and explanatory frameworks but also predictive mechanisms for understanding future dynamics. The reliability and relevance of a model are confirmed through iterative experimentation, ensuring that it accurately reflects the processes or phenomena under study⁵.

Methods

The development of the technological model for preparing future psychologists for professional activities within a dual education context followed several key principles:

1. Causal Relationships and Feedback Mechanisms:

The elements within the model are interconnected through cause-and-effect relationships. These connections are crucial for ensuring that changes in one element trigger corresponding adjustments in others, thereby maintaining systemic coherence. Feedback mechanisms are integral to the model's operation, as they facilitate continuous improvement and process optimization. In the absence of effective feedback, the model's efficiency would be significantly reduced.

2. Adaptability and Flexibility:

The model is designed to be dynamic and responsive to changing requirements, allowing for modifications in its structure and functionality to meet evolving educational needs. This adaptability ensures its long-term relevance and application.

3. Intervention-Oriented Parameters:

The model focuses on parameters that can be actively influenced or adjusted, ensuring that interventions directly impact the direction and effectiveness of the training process.

In constructing the model, several critical factors were taken into account, including the professional competence of educators, the demands of societal stakeholders, and the alignment with state educational standards. The process incorporated a holistic approach, emphasizing interdisciplinary integration, participatory learning, and artistic diversity as foundational principles.

Results

The technological model for training future psychologists addresses the following essential requirements:

➤ Universality:

The content of professional training is structured to provide students with the comprehensive knowledge and skills required to perform their professional duties successfully. This ensures that graduates are equipped to handle diverse challenges in psychological practice.

➤ Hierarchy of Knowledge and Skills:

The model incorporates a multi-level framework that emphasizes both foundational theoretical knowledge and specialized professional competencies. This hierarchical approach enables future psychologists to develop a robust understanding of their discipline while honing practical skills.

Problem-Oriented Design:

The selection of training materials and methodologies emphasizes problem-solving and critical thinking. Artistic and aesthetic content is tailored to reflect the unique characteristics of psychological practice, fostering creativity and innovation in professional activities.

⁵ Моделирование социальных процессов: метод. указания / сост.: К.Б. Герасимов, Д.В. Прохоров. – Самара: Изд-во Самар. гос. аэрокосм. ун-та, 2011. – 32 с

Dynamic and Continuous Development:

The model supports ongoing professional growth, encouraging students to enhance their competencies and adapt to new challenges throughout their careers.

Predictive Functionality: The training process incorporates foresight by preparing students to anticipate and address future professional challenges. The model aligns the complexity of training content with the anticipated demands of professional practice.

Diagnostic and Evaluation Mechanisms: The model includes clearly defined criteria and indicators to assess students' readiness for professional activities. These diagnostic tools ensure that training outcomes align with the required standards of psychological practice.

The successful implementation of this model depends on the educator's professional expertise, the integration of state educational requirements, and a cohesive pedagogical process.

Discussion

The proposed model is consistent with the overarching goals of higher pedagogical education, which emphasize preparing students to meet professional qualification standards. It integrates essential principles such as universality, hierarchy, problem-solving orientation, dynamism, predictive functionality, and diagnostic rigor. Together, these elements create a comprehensive framework for the effective preparation of future psychologists. Moreover, the model highlights the importance of interdisciplinary approaches, participatory learning, and artistic engagement. By addressing societal demands and educational standards, the model ensures that students acquire the necessary skills and knowledge to function as competent professionals.

Conclusion

The technological model for preparing future psychologists in a dual education context provides a robust framework for meeting the demands of modern psychological practice. Its emphasis on universality, hierarchy, problem-solving, dynamism, predictiveness, and diagnostics ensures a holistic and effective approach to professional training. By incorporating interdisciplinary integration, participatory methodologies, and a focus on practical competencies, the model lays a strong foundation for the development of highly skilled and adaptable psychologists.

Future research could explore the long-term impact of this model on professional outcomes and its adaptability across diverse educational contexts, ensuring its continued relevance and efficacy in a rapidly changing professional landscape.

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