

PREPARING FUTURE EDUCATIONAL PSYCHOLOGISTS FOR EFFECTIVE ORGANIZATION OF EDUCATIONAL ACTIVITIES

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Abstract

This article examines a model for preparing future educational psychologists to effectively organize educational activities based on a systematic literature review. The study analyzes conceptual approaches from national, CIS, and international scholars, focusing on competency-based, activity-oriented, and learner-centered methods. The review highlights that integrating innovative pedagogical technologies with reflective and practical training significantly enhances the professional readiness of future educational psychologists for organizing educational activities.

Keywords: educational psychologist, educational activities, training model, professional competence, pedagogical technology.

INTRODUCTION

In contemporary educational systems, the effective organization of educational activities plays a crucial role in students' socialization, moral and ethical development, cognitive growth, and psychological well-being. Educational psychologists are key specialists responsible for planning, coordinating, and implementing educational processes in schools, ensuring a conducive environment for students' holistic development. Thus, preparing future educational psychologists to organize educational activities effectively is a pressing concern for higher pedagogical education institutions.

Although the professional preparation of educational psychologists has been widely studied, few studies systematically explore model-based approaches specifically aimed at the effective organization of educational activities. Many existing studies analyze individual pedagogical technologies, methods, or competencies but rarely integrate these into a comprehensive conceptual framework that could guide practical training.

The increasing complexity of educational environments and the diversity of students' individual-psychological characteristics require educational psychologists to possess a high level of professional readiness. They must be able to adapt to different learning contexts, manage group dynamics, apply evidence-based interventions, and evaluate the outcomes of educational activities. This necessitates a scientifically grounded, flexible, and effective model for preparing future specialists to organize educational activities in real-world settings.

Moreover, contemporary research emphasizes that future educational psychologists should develop competencies not only in planning and implementing educational activities but also in reflective practice, problem-solving, and leadership within educational settings. The integration of theory, practice, and reflective skills ensures that they are capable of making informed decisions in complex educational contexts.

The primary aim of this article is to analyze the existing literature on preparing future educational psychologists for effective organization of educational activities, to systematize the

models proposed, and to identify the methodological principles that support the integration of theory and practice in professional training programs.

Methods

The study is based on a systematic literature review method.

The sources analyzed include:

Monographs in pedagogy and psychology;

PhD and doctoral dissertations;

Articles published in national and international scientific journals;

Methodological manuals and guidelines.

Data were analyzed using comparative, analytical, and synthesis methods to identify patterns, models, and conceptual approaches relevant to preparing future educational psychologists for effective educational activity management.

Results

The literature review indicates that models for preparing future educational psychologists primarily rely on competency-based, activity-oriented, and learner-centered approaches.

Local scholars (Sayidahmedov N., Mavlonova R., Khodjaev B.) emphasize that the competency to organize educational activities is central to professional preparation. Their studies propose models that integrate pedagogical technologies for developing professional competencies.

CIS scholars (Slastenin V.A., Zimnyaya I.A., Markova A.K.) highlight competency-based approaches as essential for preparing educational psychologists, presenting educational activity organization as an inseparable component of professional activity.

International scholars (Dewey J., Shulman L., Kolb D.) focus on experience-based, reflective, and activity-oriented approaches in their models, emphasizing independent decision-making, problem-solving in educational situations, and the development of practical competencies.

Discussion

The review demonstrates that while existing models address important aspects of preparing educational psychologists, most are fragmentary and theoretical. While competency frameworks and activity-based approaches are widely discussed, there is often a lack of guidance on integrating theory into practice in real educational settings. Additionally, practical mechanisms for evaluating professional readiness and educational outcomes are insufficiently developed.

An integrated model is necessary, combining theoretical knowledge, practical exercises, reflective practices, and innovative pedagogical technologies. This comprehensive approach enables future educational psychologists to plan, implement, manage, and evaluate educational activities effectively while responding to the dynamic needs of students.

Furthermore, integrating competency-based, activity-oriented, and learner-centered approaches in a unified model ensures a holistic preparation of future professionals. It allows them to adapt their strategies according to contextual requirements, address individual differences among students, and apply evidence-based practices effectively. Reflective practice, an essential component of this model, promotes continuous professional development and encourages adaptive problem-solving in complex educational environments.

The literature also emphasizes the importance of active engagement in training simulations, project-based assignments, and collaborative learning experiences. Such methods facilitate the internalization of theoretical knowledge and its application to real-life educational situations. By combining theoretical instruction with practical, reflective, and technology-enhanced methods, educational institutions can cultivate future psychologists who are not only knowledgeable but also capable of leading educational and developmental initiatives.

In summary, the development of a model that systematically integrates these approaches provides a robust framework for preparing educational psychologists capable of managing diverse educational activities effectively. This approach bridges the gap between theory and practice and enhances the professional readiness and adaptability of future specialists.

Conclusion

The literature review confirms that preparing future educational psychologists to organize educational activities effectively is a crucial aspect of modern pedagogical education. While existing models emphasize educational activity as a key component, they often lack systematic integration.

An effective training model should combine competency-based, activity-oriented, and learner-centered approaches, supported by innovative pedagogical technologies and reflective practices. Such a model enhances professional readiness, enabling future educational psychologists to plan, implement, and evaluate educational activities effectively. Future research should focus on empirical validation of such models, testing their effectiveness in real educational settings, and refining them based on practical outcomes.

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