International Journal of Scientific Trends- (IJST)
ISSN: 2980-4299
Volume 5, Issue 2, February - 2026
Website: https://scientifictrends.org/index.php/ijst
Open Access, Peer Reviewed, Scientific Journal

Relevance of Pedagogical Practice in Psychological Education

Sayora Rustamovna Kamalova
Senior Lecturer, Department of Pedagogy and Psychology,
Tashkent State University of Oriental Studies, sayorark96@gmail.com
0009-0009-9085-4934

Abstract

This article explores the relevance of pedagogical practice in higher education psychology. Pedagogical practice is viewed not as a formal "clockwork" but as a key mechanism for transitioning from academic knowledge to professional action: working with groups, designing developmental and preventive measures, providing psychological and pedagogical support, and professional communication. It is argued that modern psychologist training requires robust pedagogical competencies, as graduates increasingly work in educational settings, conducting trainings, consultations, and psychoeducation, and participating in teamwork with teachers.

Keywords: Pedagogical practice, psychological education, practical training, competence-based approach, supervision, reflection, psychoeducation, professional ethics.

Introduction

Pedagogical practice in psychological education was long perceived as a "supplement" to theory: useful, but not the core of the curriculum. Today, this logic is outdated: modern psychologists almost inevitably encounter educational environments, group work, psychoeducation, prevention, training, consultations for parents and teachers, and sometimes even the tasks of teaching psychology in colleges and universities. In other words, graduates must be able not only to understand the psyche but also to work with people in an organized educational environment where rules, roles, assessment, and responsibility apply. This is precisely why pedagogical practice becomes a test of professional competence: it demonstrates whether a student is capable of translating knowledge into action, and not just regurgitating textbook material (which, frankly, even the laziest can do—especially before an exam).

MATERIALS AND METHODS

Contemporary sources on the topic of practice in psychological education can be divided into three areas: regulatory, professional-ethical, and methodological. The regulatory area sets mandatory requirements for program structure and practical training: the federal educational standard defines

the outcomes and requirements for implementing psychologist training programs [1], while the regulations on the practical training of students describe how practical training should be organized within the educational process [2]. The law on education, which establishes the foundations of educational activity and the general principles for organizing the training and preparation of specialists [3], provides a broader context.

The professional block helps students understand the expected functions of a graduate in the educational field. The professional standard "Educational Psychologist (Educational Psychologist)" outlines job functions related to psychological and pedagogical support, prevention, counseling, diagnostics, and interaction with educational stakeholders [4]. This means that teaching practice at a university should be structured so that students master not only psychological methods but also pedagogical scenarios for their application: working with the class, parents, and the teaching staff, and participating in consultations and preventive programs.

RESULTS AND DISCUSSION

If we consider psychological education within the framework of competencies, then pedagogical internship serves several functions. First, it ensures the transfer of theory to real-life situations: students learn to perceive the dynamic dynamics of a group, distinguish between learning motivation and resistance, and understand how age-related characteristics manifest themselves in behavior, not just in patterns. Second, internship develops communication and organizational skills: conducting a lesson, organizing a discussion, maintaining a structure, managing time, and giving appropriate feedback—these are pedagogical actions without which a psychologist in an educational environment is "smart but helpless." Third, internship develops psychoeducational competence: a psychologist often needs to explain complex concepts in simple language, without distorting the meaning, and this is a distinct professional skill that is rarely developed without training.

In practice, this means: if a university hasn't established partnerships (schools, colleges, support centers, psychological services) and hasn't defined objectives and expected results, then the internship almost inevitably becomes a "self-report." And self-reporting teaches one skill: writing self-reports.

Methodologically, pedagogical practice is most effective when it is structured as a guided experience with mandatory reflection. In Kolb's experiential learning model, knowledge emerges not from "listening to a lecture," but from a cycle: experience → reflection → conclusions → trying out a new action. For psychologists, this cycle is especially significant because professional activity is multifaceted: the same methodology produces different results in different groups, and a "mistake" may appear as a normal group reaction. If a student doesn't record observations, doesn't discuss them with a supervisor, and doesn't formulate hypotheses, the practice becomes a series of episodes without professional growth.

Schön emphasizes that professionalism is based on reflection both in action and after action: a specialist learns to notice what's happening, adjust the workflow, and then analyze the reasons for their decisions. In teaching practice, this requires supervision (discussing the situation with a more experienced specialist) and a "reflective diary," where the student doesn't recount "what happened," but answers questions: what was the goal, what happened, why, what risks arose, what

will I change next time. This is critical for psychological education: without reflection, a dangerous illusion of competence develops—"I taught the lesson because I know how."

Teaching practice is always associated with power and influence: a student enters a class, group, or team and influences others through words, the organization of space, questions, and assessments. Therefore, ethics in practice is not a "section of theory" but a daily filter for decisions. The RPO Code of Ethics for Psychologist emphasizes responsibility, respect for individual dignity, competence, and confidentiality as the foundation of professional activity [5]. The APA Code also emphasizes privacy and confidentiality, competence, and responsibility as the fundamental norms of professional conduct.

In practice, this translates into specific rules: do not collect or record unnecessary personal data, do not discuss cases in public places, do not use diagnostic methods without permission and supervision, do not interpret results as a "psychological diagnosis," do not make promises that cannot be kept, and do not substitute the work of the school psychological service with personal experiments. The professional standard for educational psychologists defines a list of functions, but does not eliminate the principle of competence: a student may participate only in those activities for which they are prepared and which are supervised by a supervisor [4].

For teaching internships to truly enhance the quality of training, it makes sense to structure them in stages and measurably. The first stage is observation and participation: the student studies the context of the educational organization, attends classes, analyzes the working styles of teachers and psychologists, and learns to record observations without evaluative labels. The second stage is co-activity: the student conducts sections of classes, training elements, or psychoeducational mini-modules together with the mentor, receives feedback, and learns to adjust the plan as the work progresses. The third stage is independent implementation under supervision: the student designs a lesson or program (for example, a preventive module, communication skills training, or an emotional regulation session), conducts it, and then undergoes a debriefing with the internship supervisor.

CONCLUSION

Pedagogical practice in psychological education is objectively relevant today, as the professional role of a psychologist is increasingly realized in the educational environment and involves pedagogical forms of work: psychoeducation, prevention, training sessions, group dynamics, and interaction with teachers and parents. Regulatory documents reinforce this relevance by establishing requirements for practical training and practical preparation, as well as setting guidelines for learning outcomes and the development of professional skills [1], [2]. The professional standard for educational psychologists demonstrates that the educational sphere requires from specialists not only "psychology as knowledge" but also "psychology as action" in the system of upbringing and education [4].

Methodologically, the effectiveness of internship depends on whether it becomes a guided experience with mandatory reflection and supervision. Kolb's experiential learning cycle and Schön's concept of the reflective practitioner allow for internships to be structured so that students not only "visit the training center" but also undergo a process of professional development: from observation to co-activity and independent implementation, from impressions to analysis and

improvement. Ethical codes set strict boundaries of what is acceptable, reminding that internship does not negate responsibility, confidentiality, and the principle of competence.

References

1. American Psychological Association. Ethical Principles of Psychologists and Code of Conduct (2017 Edition). — Washington, DC: APA, 2017. — Electronic resource. — Date of access: 10.02.2026.
2. Kolb DA Experiential Learning: Experience as the Source of Learning and Development. - Englewood Cliffs, NJ: Prentice-Hall, 2014. - Electronic resource . — Date accesses : 10.02.2026.
3. Schön DA The Reflective Practitioner: How Professionals Think in Action. — New York: Basic Books, 2013. — Online resource . — Date accesses : 10.02.2026.
4. Kamalova Sayora Rustamovna Senior Lecturer, Department of Pedagogy and Psychology, Tashkent State University of Oriental Studies sayorark96@gmail.com 0009-0009-9085-4934
5. Kamalova S., Radjapova N., and et.al. Developing framework for the role of mobile app in promoting aquatic education and conservation awareness among general people // International Journal of Aquatic Research and Environmental Studies. – 2024. – Vol. 4, Special Issue (S1). – P. 58–63.