

## ABSTRACTS

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### **METHODOLOGICAL APPROACHES TO THE DEVELOPMENT OF TECHNOLOGY FOR FORMING THE PREDICTIVE ABILITIES OF PRACTICAL PSYCHOLOGISTS BY MEANS OF INTERACTIVE TECHNOLOGIES**

The article is devoted to the theoretical analysis of the essence of methodological approaches on which the development of technology for forming the predictive abilities of practical psychologists by means of interactive technologies is based.

It has been found that technology for forming predictive abilities of future practical psychologists by means of interactive technologies is the complex of processes of theoretical and practical university teaching staff's activities directed at establishing and developing practical psychologist's personality and the system of purposes, methodological approaches, strategies, context, methods, forms, means of studying, the forms of control and correction that are being gradually introduced into the learning process and guarantee approaching the final result.

The development of technologies for forming the predictive abilities presupposes the choice of theoretical and methodological strategies of research and the scientific basis which explains the basic pedagogical phenomena and the regularities decisively affecting the theoretical interpretation of those phenomena in the future.

In the research four levels of methodological knowledge were defined: philosophical, general-scientific, concrete-scientific and technological.

The methodological foundation of our research on the first level of methodology were the laws of unity and struggle of opposites, negation of negation, transformation of quantity into quality, and the rules of versatility, the unity of historical and logical phenomena, the unity of theory and practice, the complex approach, the concrete and historical approach, objectivity, etc.

On the second, the general-scientific, level the choice of the systematic, active, synergetic approach is established.

The context of the concrete scientific level for our research required analyzing the competent, personality oriented and context approach.

On the technological level, the methodology for determining the formation of predictive abilities of future practical psychologists was considered.

It is proved that the development of the technology for forming the predictive abilities of practical psychologists by means of interactive technologies cannot be limited to one of these approaches. Only the complex unity of all the analyzed methodological approaches provides the scientific and methodological basis for the formation of predictive abilities of practical psychologists.

*Key words: methodology, pedagogical technology, methodological levels, methodological approaches.*