

The materials of this study can be used in the practice of psychologists in a healthcare institution to work with staff, as well as to develop practical recommendations on the problem of job satisfaction and the health of medical workers.

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PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS FOR THE USE OF INNOVATIVE TECHNOLOGIES IN HIGHER EDUCATION

The main problem of modern education is to update the content and educational and methodological parameters of the education system. Recently, the introduction of computer information technologies into the learning process has become a real innovative achievement. Now multimedia technologies of education increase the possibilities of obtaining, storing and transmitting educational, scientific and reference information, diversify cognitive activity, and eliminate the complexity of computational work.

The current stage of development of education is an intensive search for something new in the theory and practice of education and upbringing. At this stage, it is not enough to own the baggage, consisting of the sum of knowledge, skills and abilities. Many educators from all over the world are looking for ways to improve the effectiveness of teaching.

In the Republic of Belarus, the problem of learning effectiveness is being actively developed on the basis of the latest achievements in psychology, pedagogy, methods of teaching private disciplines, informatization and the theory of cognitive activity management. Over the past decades, domestic science has made significant progress in scientific and methodological support and the introduction of new psychological and pedagogical technologies. As the analysis of pedagogical practice in modern education shows, the transition to humanistic methods of teaching and educating students associated with personality-oriented education technologies has been clearly marked.

Based on the tasks facing higher education, it should be noted that the main goal of education is aimed at developing a high level of professionalism and competence among graduates, able to adapt to the changing conditions of professional activity. It is necessary to prepare graduates who are intellectually and creatively developed, with adequate self-esteem, capable of making decisions independently, taking initiative, responsibility and able to effectively interact with others.

Considering innovation from a pedagogical point of view, we note that it is a complex of interrelated processes and is the result of the constructiveness of a new idea, which is aimed at solving a problematic task and further – to the practical application of a new phenomenon. As pedagogical innovations in the educational process, there can be a whole range of activities: the content of educational material, methodological support for training, technical means, information technology,

modeling, methodological methods for presenting information, pedagogical technologies, etc. The famous teacher V.D. Simonenko refers to innovative technologies at this stage of education:

- interactive learning technologies;
- project-based learning technology and computer technology.

Having considered the experience of using innovative methods in pedagogical activity, we can note their advantages:

- new innovations provide an opportunity to master a higher level of personal social activity;
- they help teach students how to actively acquire new knowledge;
- stimulate the creative abilities of students;
- help bring learning closer to the practice of everyday life;
- form not only knowledge, skills in the subject, but also an active life position.

It should be noted that pedagogical innovations contribute to the implementation of these requirements. Thus, innovation in the educational process is the use of new knowledge, techniques, approaches, technologies to obtain results in the form of educational services that are socially and market-demanded. When studying innovative experience, we note that most innovations belong to the development of technologies. In recent decades, various educational technologies have been widely introduced into pedagogical practice, but the idea of the learning process was expressed by Ya. A. Comensky almost 400 years ago, who proposed to make learning "technical", that is, such that everything that is taught is a success. The result of using educational technologies to a lesser extent depends on the skill of the teacher, it is determined by the totality of its components.

Innovative learning technologies help to activate the cognitive activity of pupils and students who have achieved high results in the acquired knowledge, which inspires and inspires them, motivates, instills self-esteem, develops independence, initiative, including cognitive, intellectual, mental processes, motivational and emotional-sensory resources personality. At the same time, the famous scientist and teacher F. V. Kadol, noting that all innovations should be directed through the teaching of a subject to moral and patriotic education, the formation of the honor and dignity of a citizen of the Republic of Belarus. Thus, the main, active, successful cognitive activity holistically decides all, without exception, qualities and personal resources. Interactive learning technologies should be considered as ways of mastering knowledge, developing skills and abilities in the process of the relationship between the teacher and the student, as subjects of educational activity.

The main functions of the innovative learning process should be considered:

- intensive development of the student's and teacher's personality;
- democratization of their joint activity and communication;
- humanization of the educational process;
- orientation towards creative teaching and active learning, and the student's initiative in shaping himself as a future professional;
- modernization of means, methods, technologies, training that contribute to the formation of innovative thinking of the future professional;
- education of moral and patriotic feelings, honor and dignity of a citizen.

In interactive learning technologies, the roles of the teacher and trainees are significantly changing, as well as the role of information in the interactive technology of educational testing. Maximum activation is achieved due to the motivation to study new constantly changing questions of test tasks, which are aimed at determining the correct answers, as well as by educational, formative evaluation of test results, which are growing uncontrollably in quantitative and 100% qualitative terms [1].

The success of cognitive activity is the motivation for the activation of an independent cognitive process in the selfless solution of training test tasks, continuously striving to achieve the highest results – the quality of academic performance until the predominance of “excellent” and “good” marks according to high assessment criteria, which are embedded in the passport of correct answers.

It should be noted that the qualitative and quantitative assessment of training often depends, first of all, on the perfection of the educational material, methods and forms of its presentation in the organization of the educational process. Consequently, even in the ordinary scheme of learning, there

is a huge number of problems associated with the ever-increasing flurry of new information, the complication of knowledge, the lack of an illustrative display. The creation of multimedia tools and technologies allows solving many of these issues. The introduction of computer information technologies in the educational process not only frees the teacher from routine work in the organization of the educational process, it allows you to accumulate rich reference and illustrative material, presented in a wide variety of forms: text, graphics, animation, sound and video elements. Interactive computer programs activate all types of human activity: mental, speech, physical, perceptual, which speeds up the process of assimilation of new material.

Computer simulators allow you to acquire practical skills. Interactive testing systems analyze the quality of knowledge. In other words, the use of multimedia tools and technologies makes it possible to build such a scheme of education in which a reasonable combination of conventional and computer forms of organizing the educational process gives a different new quality in the transfer and assimilation of the knowledge system.

Multimedia technologies used in education are a technology for transferring educational information. Innovative activity involves the introduction of fundamentally new approaches and models of trainees and educators. The model of innovative education is a guideline that guides in determining the content of the academic discipline, choosing the means and methods for organizing the cognitive activity of students and, most importantly, in organizing the strategy and tactics of interaction with them. The specific results of the educational process, such as the degree of mastery of knowledge, depth and strength, must be predictable, controllable and, if necessary, corrected.

Recently, taking into account the unfavorable circumstances associated with taking into account the COVID infection, distance learning is being introduced into the educational process, which is associated with Internet education. At this time, the organizational and pedagogical possibilities of distance learning are realized with the help of almost all available telecommunication services, such as e-mail, electronic journals, web conferences, chats, etc.

Taking into account telecommunication and information means, it is possible to use various pedagogical forms of activity. For example, laboratory work and workshops, virtual visits to inaccessible objects, virtual tours, computer correspondence, the issuance of electronic newsletters, and much more.

One of the most important in the teaching methodology is the principle of visibility of learning, which implies the presence of means of visual presentation of educational information.

To this end, demonstration programs have been developed at the Faculty of Physics and Information Technology, the possibilities that arise when using a computer as a means of systematizing and displaying educational information are considered, work is underway to create a modern and reference and illustration complex with the aim of using it in the educational process. In particular, the structuring of physics courses was carried out in order to highlight sections that require information updating, a search and systematization of modern reference and illustrative material was carried out in various sources of information (textbooks, monographs, articles, Internet resources, etc.), adaptation of the necessary physical and mathematical information for the educational process.

Along with the organization of the educational process at the university, attention is paid to the automation of the management of the educational institution, which is considered by the leadership of the university as an important and promising task. It consists of at least two parts related to managerial activities and the educational process, respectively.

One of the constituent parts of managerial activity is the electronic document management of the curator of the student group. This task automates the maintenance of the electronic journal of the group curator, the preparation of reports, and the preparation of long-term work plans.

The use of an electronic journal allows for quick access to any information about students, its copying, editing and output to paper.

A database containing the topics of information and curatorial hours, as well as a diverse list of events held in the group, allows the curator to save considerable time on compiling reporting documentation.

The software is intended for informatization and technologization of the ideological and educational process at the faculties of the university, in the department of educational work with youth in the form of an automated information system "Curator's Electronic Journal". The developed system is based on Internet technologies for organizing the collection, storage and provision of information and allows for the maintenance of an electronic journal by the curator of the study group in an automated mode.

The functions of the journal include: importing basic data about students from the university databases, generating a work plan for the curator, reports on the work of the curator with students and their parents, information about progress and attendance at classes, a student's health card, accounting for ideological and educational work, socio-pedagogical and psychological and pedagogical characteristics of the group, the dynamics of the main indicators of the group, the traditions of the group.

Based on the foregoing and the creation of educational demonstration electronic aids, the following conclusions can be drawn:

- means of modern information technologies improve the quality and novelty of visual information;
- demonstration programs make it possible to create a visual abstraction through the complex use of textual, formulaic, visual and numerical forms of information presentation;
- it seems reasonable to use demonstration programs for a detailed display of the most complex elements of educational material, as well as for summarizing and systematizing knowledge in individual sections and disciplines as a whole.

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E. A. Lupekina

A STUDY OF ENVY OF ADOLESCENTS, LEFT WITHOUT PARENTAL CARE

The article presents the results of a study of types of envy: envy-dislike and envy-despondency – in adolescents, from among orphans and adolescents brought up in biological families. Differences in the manifestation of types of envy in girls and boys were revealed. Teenage orphans are more likely to experience envy-dislike than "home" children. The experience of envy-hostility is accompanied primarily by emotions associated with the emotional stress of the subject (anger, irritation, indignation, nervous tension) and directed at the superior Other. The manifestation of the phenomenon of envy in adolescents from among orphans puts them at risk in the field of socio-psychological relations of the individual.

Formulation of the problem. The problem of the emergence, formation and manifestation of a feeling of envy is relevant in social psychology, personality psychology and pedagogical psychology. It is of particular interest to specialists in the field of developmental psychology, since it can be assessed as an important socio-psychological phenomenon that significantly affects the behavior and socialization of an individual in a group.