

PEDAGOGICAL FEATURES OF USING PSYCHOLOGICAL TECHNIQUES AND METHODS IN THE EDUCATIONAL ENVIRONMENT

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Abstract: This article examines the pedagogical aspects of using psychological techniques and approaches in a modern educational environment. It analyzes the didactic conditions that determine the selection and effectiveness of psychological methods. Particular attention is paid to the classification of the pedagogical functions of psychological techniques. The paper also identifies the potential risks and limitations associated with the inappropriate use of psychological techniques and emphasizes the role of teacher training.

Keywords: psychological techniques, pedagogical conditions, educational environment, methodological parameters, motivation, reflection, communicative interaction.

ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ПСИХОЛОГИЧЕСКИХ ТЕХНИК И ПРИЁМОВ В ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

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Аннотация: в статье рассматриваются педагогические особенности использования психологических техник и приёмов в современной образовательной среде. Анализируются дидактические условия, определяющие выбор и эффективность применения психологических методов. Представлена классификация педагогических функций психологических техник. В работе также обозначены потенциальные риски и ограничения, связанные с некорректным применением психологических техник, подчёркивается роль профессиональной подготовки педагога.

Ключевые слова: психологические техники, педагогические условия, образовательная среда, методические параметры, мотивация, рефлексия, коммуникативное взаимодействие.

Introduction

The modern educational environment is undergoing significant changes driven by updated standards, digitalization, the growth of information flows, and increasing demands placed on learners' personal development. Under these conditions, there is a growing need for

pedagogical approaches that support not only the acquisition of knowledge but also the development of emotional and volitional qualities, communication skills, self-regulation abilities, and critical thinking. For this reason, the use of psychological techniques and methods has become one of the most in-demand directions for improving the educational process.¹

Theoretical Foundations for the Use of Psychological Techniques in Education

Psychological techniques represent a system of methods aimed at developing students' cognitive, emotional, and personal spheres. Their application is closely connected with the humanistic tradition of pedagogy, according to which the learner is viewed as an active subject of the educational process.²

According to L. S. Vygotsky's cultural-historical theory, the educational process is most effective when it takes place within the learner's zone of proximal development.³ Psychological techniques enable teachers to more accurately diagnose a learner's state, take into account individual characteristics, and recognize personal potential.

From the perspective of the activity-based approach (A. N. Leontiev, D. B. Elkonin), learning is inseparable from the formation of motives, needs, and personal meanings. Psychological techniques—such as reflection strategies, visualization, game-based methods, and emotional self-regulation techniques—facilitate the learner's transition from external motivation to internal motivation.⁴

One of the most important factors that actualize the use of psychological techniques is the changing social context of learning. The modern student experiences high emotional and cognitive load, faces informational oversaturation, and encounters various social stressors. This requires schools not only to transmit knowledge but also to cultivate stress resilience, self-organization skills, and cognitive flexibility.

Moreover, new-generation educational standards place personal outcomes at the forefront: communication skills, the ability to interact with others, readiness to make choices, and the capacity for self-reflection and self-analysis. These qualities cannot be formed through traditional methods alone. Psychological techniques—work with emotions, feedback strategies, group-based formats, and methods for developing imagination—become essential tools for achieving educational goals.⁵

Psychological techniques also make the educational process more individualized. They help teachers take into account students' temperament traits, information-perception types, levels of motivation, and stress resilience.⁶

The use of psychological techniques provides a number of significant advantages: increased student motivation, the development of regulatory and communication skills, and the formation of emotional intelligence. Methods of emotional engagement, game-based approaches, and

¹ Маркова А. К. Психология обучения. — М.: Академия, 2020. — С. 45–48.

² Маслоу А. Мотивация и личность. — СПб.: Питер, 2019. — С. 112–118.

³ Выготский Л. С. Психология развития человека. — М.: Смысл, 2018. — С. 84–90.

⁴ Леонтьев А. Н. Деятельность. Сознание. Личность. — М.: Смысл, 2021. — С. 57–63.

⁵ Полатова Т. Д. Интеграция психологии и литературы как средство развития эмоционального интеллекта школьников. *Modern American Journal of Linguistics, Education, and Pedagogy*. — 2025. — С. 320–324.

⁶ Петрова И. А. Индивидуализация обучения в современной школе. — М.: Просвещение, 2020. — С. 94–101.

interactive formats help activate intrinsic motivation. ⁷ Reflection techniques, non-violent communication methods, and cooperative learning strategies contribute to effective interaction and organizational independence. ⁸ Visualization techniques, meaningful reading strategies, and associative methods enhance the effectiveness of information assimilation and improve the quality of analytical activity. ⁹

Didactic Conditions Influencing the Selection and Use of Psychological Techniques
The choice of specific psychological techniques is determined by the goals set by the teacher. If the goal is to develop motivation, emotionally activating and volitional techniques are selected; if the goal is to foster analytical thinking, meaningful reading strategies, reflective tools, and logical–semantic methods are applied. The didactic goal serves as a guiding benchmark that defines the functional purpose of each technique. ¹⁰

The content of the academic topic determines the depth and nature of incorporating psychological methods. For example, in literature lessons, techniques involving emotional engagement, imagination, and the interpretation of literary texts are used; in science-related subjects, methods of modeling, problem-based situations, and cognitive mapping are applied. ¹¹

The content must correspond to students' age-related characteristics of perceiving material, since psychological techniques always appeal to the learner's individual experience.

The level of academic independence, the development of reflective skills, communicative competence, and emotional maturity determine the complexity of the technique and the degree to which it is integrated into the lesson. ¹²

The effectiveness of psychological techniques also directly depends on the teacher's professional competence, empathy, ability to regulate the emotional climate, and mastery of feedback and observational skills. ¹³

The teacher must understand the nature of the psychological method, its limitations, age-related norms, and ethical requirements — only in this case does the technique fulfill its developmental function.

Psychological techniques perform a number of pedagogical functions, providing a comprehensive impact on the learning process.

Motivational and activating functions are carried out by techniques of emotional engagement, goal-setting, and creating problem situations. They help awaken interest in the topic, reduce anxiety, and form a positive learning attitude. ¹⁴

Communicative functions are manifested in discussion techniques, group work, pedagogical support, and non-violent communication. These methods allow students to interact in a

⁷ Ryan R., Deci E. Self-Determination Theory. — New York: Guilford, 2020. — P. 56–62.

⁸ Рожкова Л. В. Коммуникативные технологии в образовании. — М.: Наука, 2019. — С. 133–139.

⁹ Чернышев А. В. Психология мышления школьника. — М.: Инфра-М, 2022. — С. 63–70.

¹⁰ Маслоу А. Мотивация и личность. — СПб.: Питер, 2019. — С. 112–118.

¹¹ Рожкова Л. В. Коммуникативные технологии в образовании. — М.: Наука, 2019. — С. 133–139.

¹² Петрова И. А. Индивидуализация обучения в современной школе. — М.: Просвещение, 2020. — С. 94–101.

¹³ Зимняя И. А. Педагогическая психология. — М.: Логос, 2020. — С. 102–110.

¹⁴ Гоулман Д. Эмоциональный интеллект. — М.: Манн, Иванов и Фербер, 2021. — С. 142–150.

collaborative format. They develop argumentation skills, the ability to listen, and the ability to engage in dialogue.¹⁵

Reflective techniques, accordingly, perform reflective functions. They help learners become aware of their activities, mistakes, achievements, and emotional states. These include observation journals, the “Reflection Circle” technique, and self-assessment cards.¹⁶

Regulatory functions include techniques aimed at developing skills of self-control, self-regulation, and activity planning. These techniques encompass breathing exercises, attention-concentration strategies, self-check methods, and time-management practices.¹⁷

Diagnostic functions include techniques that allow the teacher to determine the level of development of academic and personal skills, identify the learner’s emotional state, motivational level, and areas of difficulty. Examples include quick surveys, associative tasks, as well as teacher-guided observation.¹⁸

Psychological techniques can be integrated at different stages of a lesson. Introductory techniques—such as emotional tuning, activating prior experience, and similar methods—should be used at the beginning of the class. Activating techniques in the form of posing a problem question or actualizing prior knowledge are suitable for the second stage of the lesson. Analytical techniques, for example various types of logical tasks, analytical work, or text analysis, should be used after the introductory and activating stages. Reflective techniques belong to the final stage, as they involve comprehension and evaluation of the work completed during the lesson.

The effectiveness of a technique also depends on the form in which it is applied. Individual work focuses on self-analysis and personal experience. Group work is suitable for developing empathy and communication skills. Collective tasks are helpful in situations that require exchanging opinions and engaging in discussion.¹⁹ Support ensures the safety and correctness of applying the technique, preventing psychological overload in students.

Despite their clear advantages, the use of psychological techniques requires a high level of professional preparation from the teacher. Incorrect, superficial, or excessive application of these methods may reduce their effectiveness or even negatively affect students’ emotional well-being.²⁰

Among the most significant risks are the substitution of academic content with excessive psychologization; the violation of appropriate boundaries in teacher–student interaction; the use of techniques without considering age-related and individual characteristics; and an insufficient level of psychological competence on the part of the teacher.²¹

Conclusion

The use of psychological techniques and methods in the modern educational environment represents a relevant and progressive direction in the development of pedagogical practice.

¹⁵ Wayne S. Digital Learning Futures. — London: Routledge, 2022. — P. 21–29.

¹⁶ Чернышев А. В. Психология мышления школьника. — М.: Инфра-М, 2022. — С. 63–70.

¹⁷ Пиаже Ж. Психология интеллекта. — М.: АСТ, 2019. — С. 37–43.

¹⁸ Леонтьев А. Н. Деятельность. Сознание. Личность. — М.: Смысл, 2021. — С. 57–63.

¹⁹ Выготский Л. С. Психология развития человека. — М.: Смысл, 2018. — С. 84–90.

²⁰ Пиаже Ж. Психология интеллекта. — М.: АСТ, 2019. — С. 37–43.

²¹ Зимняя И. А. Педагогическая психология. — М.: Логос, 2020. — С. 102–110.



These approaches create conditions for students' personal growth, help enhance motivation, develop emotional intelligence, and improve learning outcomes. Psychological techniques make education more flexible, adaptive, and responsive to learners' individual needs. However, the effectiveness of these methods depends on teachers' professional preparation, the scientific validity of their application, and adherence to ethical standards. The psychological enrichment of education must be balanced and aligned with the substantive goals of the learning process.

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