TECHNOLOGICAL METHODS OF DEVELOPING PEDAGOGICAL-PSYCHOLOGICAL TRAINING FOR INCREASING EDUCATIONAL EFFICIENCY

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Abstract

This article provides detailed information about the technological methods of developing pedagogical-psychological training in increasing the effectiveness of education, and the positive importance of using new interactive methods is highlighted. The peculiarity of formation of educational efficiency of students by means of pedagogical-psychological trainings is discussed. Also, recommendations from examples of interactive methods are given. The effectiveness of their use is discussed.

Keywords: pedagogical-psychological training, diagnosis, psychotherapeutic conversations, interview, questionnaire method, test method, competence, interactive methods, psychogymnastics.

INTRODUCTION

Tasks set before the youth, specialists of educational institutions and parents by the state and society are implemented directly with the help of various psychodiagnostic methods created in the field of psychology (training, diagnosis, psychotherapeutic conversations, interview, questionnaire method, test method). The field of psychology has evolved significantly over the past 10 years.

Also, the training network has developed as separate areas of the field of psychology. The methodology of conducting training, which is developing as a science, is dedicated to clarifying the issues related to the order in which training is organized and conducted. In 1982, psychologist N.Yu. Khryashyeva became an apprentice to professor Manfred Forver and his wife Traudl Alberg, specialists in conducting pedagogical and psychological training in groups, while working as an assistant at the department of social psychology of LSU . passed away. After some time , Bird began to teach psychologists his experience in conducting pedagogical-psychological training. These psychologists considered training to be essential throughout their psychological careers. The perspective-orientation trainings and sensitivity trainings he was talking about were different from the experiences of the meetings of

LAPetrovskaya and Yu.N. Yemelyanov. The trainings they conduct are primarily aimed at increasing the competence of employees of production, school, healthcare, medical organizations, state management leaders, compulsory management associations, and enterprise organizations. Later, the experience of conducting training with many other professions began to accumulate gradually.

DISCUSSION AND RESULTS

Methodological preparation of specialists in the field of training has been developing more and more. They began attending many seminars and developed their own structured training programs by studying the approaches of other trainers. In 1990, together with SIMakmanov, they began to develop a program of creativity training. At this time, SIMakmanov was engaged in the theoretical and methodical development of the basis of training, and he knew that these methods would be successful when used by specialists in all fields (his monograph "Psychology of Training" was published in 1998). After a while, they developed a self-confidence training program. SIMakmanov remained the editor of rare interactions in training, the formation of teams and others. E. Sidorenko was the editor of a very unique training program, which taught the influence of influence on the individual and the influence of extraneous thoughts and resistance to influence. These training programs are one direction in the creation of new training programs, which were conducted together with trainers and consultants of the Training Institute. The main thing is that the Training Institute was founded in March 1993, and the ideas behind its establishment were developed together with this organization, and the main ones were understood and formed by its organizers from the very beginning. They are far from trying to do the impossible, from teaching others something, and most importantly from teaching what they do not know. The training institute is a direction of training specialists in the field of training. As before, methodical training in the field of 15-day training is well-known and relevant among psychologists. In order to acquire new knowledge in the field of professional development at the Training Institute, they study methodical exercises consisting of 3 stages. For child and adolescent psychologists, there are classes like "Introduction to Psychodrama." The training institute has made many innovations and changes in the field of training as a result of conducting many researches . Their work is mainly aimed at strengthening the theoretical and methodological basis of training, and they are also trying to find the necessary tools for their implementation. At the same time, they began to create methodical manuals necessary for the use of psychogymnastic exercises. Among them is the book "Psychogymnastics in training" published in 2001 in St. Petersburg, consisting of 3

chapters . This book contains the training, psychological exercises, training exercises collected and devised by the employees of the institute over many years from various foreign literature . Almost all of them are related to social psychology and have been held since 1983 in Leningrad, Moscow, Tashkent, Alma-Ata, Perm, Rostov-Don, Karaganda, Barnaul, Izhevsk, Chelyabinsk, Pskov, Kaliningrad and many other cities. All exercises have been tested by the editors in experiments and they have given good results. Today, there is no universally accepted concept of "training", that's probably why, in psychological practice, concepts such as many methods, forms, sources and means of its meaning arise. The term training (derived from the English language, train, training) has many meanings, such as: to teach, train, (training) to train. A similar ambiguity applies to the scientific interpretation of training. Training is a means of reprogramming people's behavior and activity management model.

Training is also necessary to increase the planned activity of the organization, to improve professional knowledge, to improve skills, or to modify attitudes and social behavior of the community in accordance with the requirements of the organization's target activities. The most common form of training in the history of psychology is active pedagogical-psychological training.

LAPetrovskaya, defining social pedagogical-psychological training , explains it as follows: "Training is aimed at developing knowledge, social institutions, skills and experiences in interpersonal relations", and also "is a means of developing competence in communication". GAKovalev considers pedagogical-psychological training to be a social-didactic active direction. BDPargin says this about group counseling methods: They are used to actively teach group counseling methods. Provides life skills, education in the field of communication, from advice in the field of professional activities to new roles in social life, correction of the concept of "I", strengthening of the self-evaluation system. As a result of the successful activities of his students, K. Levin founded a national laboratory of training in the USA. A lot of technical training was created in this laboratory. Pedagogical-psychological trainings are widely spread in world practice. The first well-known theoretical and methodological book in this field was created by LAPetrovsky in 1982. This method is actively used in working with children, mothers, professional social groups, and managers of organizations and enterprises. The main goal of the training is psychological (spiritual) emancipation of a person, which includes feeling of natural freedom, being able to establish mutual relations and communication within and outside of one's group.

and exercises in order to create knowledge, skills and abilities necessary to solve existing or emerging problems in a person. . It should be noted that solving problems

during training, as well as creating knowledge, skills and qualifications in this regard, requires the trainer to work with personal psychology and individual psychology. Therefore, such trainings in psychology are called psychological trainings. It is no coincidence that many people, especially the general public, as well as psychologists, are worried about the fact that nowadays there are more cases of mental stress among people than in the past, and as a result, many life problems arise.

It can be said that such situations arise as a result of various levels of stress. It is worth highlighting the following group of people who are experiencing nervousness these days:

I. Among children:

1. Nervousness observed among kindergarten children;

2. Cases of nervousness observed among schoolchildren;

3. Nervousness observed among teenagers;

II. Among adults:

1. Cases of nervousness observed in workplaces (among managers or employees);

Nervous situations observed in the family (between spouses, in-laws, parents and children);

3. Nervous states observed among the elderly (as a result of psychological changes).

There are problems arising from the frustrations listed above, and as a result of not being able to solve these problems, there are several different groups that need psychological counseling and psychological correction, such as:

1. A group of people suffering from a lack of communication.

2. A group of people suffering from economic shortages.

3. A group of people who have lost their loved ones.

4. A group of people who have acquired some disease after various accidents.

5. A group of people who migrated to a foreign place and were squeezed by the pressure of the native population.

6. A group of people who face pressure when their personality is touched by their leaders or by their elders.

7. A group of people who face stress without being able to adapt to a new study or work place.

8. A group of people who cannot get rid of smoking, drinking, drugs.

and exercises , called pedagogical-psychological training, will help to solve the above-mentioned problems . Pedagogical-psychological training is based on the following principles.

The principle of activity. This principle is more based on the idea of experimental psychology: A person absorbs 10% of what he hears , 50% of what he sees, 70% of what he is told, and finally 90% of what he does.

The principle of creativity. The main essence of this principle is that during the training, the group of participants will find and discover the ideas and laws that have already been discovered in psychology, and most importantly, they will realize their personal resources, opportunities and qualities.

The principle of objectification (understanding) of behavior. During the exercises, the behavior of the participants changes from impulsiveness to objective level and allows to make changes during the training. Feedback is considered as a universal tool of behavioral objectivity. It is the trainer's responsibility to ensure that group feedback occurs.

The principle of partnership (Subject-Subject) communication. Partnership, or subject-subject communication, is recognized as the benefit of others, their emotions, feelings, sorrows, personal worth of another person. The use of this creates a climate of trust and openness in the group.

In addition to the above principles, the effectiveness of training depends to a certain extent on the specific principles of the trainer. Before starting a training session, the trainer always asks himself:

What goal do I want to achieve?

Why do I want to achieve this goal?

By what means do I intend to achieve it? should ask questions like The answers to these questions will be revealed to the trainer by diagnostic studies during work with the group. The content of the trainer's work plan, the level of development and integrity of the group, the nature of relations, the condition of each participant in the group, his attitude towards himself and others, his attitude towards training, and the attitude of the trainer himself are considered diagnostic objects.

Psychogymnastics and laws of training in the educational process. Here we focus on the word "psychogymnastics". This concept includes many types of exercises: Written, oral, verbal, non-verbal exercises. They are conducted by small groups of 2-3 people or with all participants.

1. Selection of exercises. During the selection of the exercise, the trainer should consider the following situations: What will happen as a result of the exercise; Does the group status change as a whole; Does the status of each participant in the group change separately; Will the status of at most one person or 2-3 people change; Will material be found for future displacement and development in the plan; What is the stage of the group: Is it friendly, free, feels good among participants; Group

composition: socio-demographic characteristics: (gender, age, etc.). Time of day: Mindfulness exercises at the beginning of the day; and in the afternoon, fatigue-reducing exercises are recommended. Future work content etc.

2. Instruction. The effectiveness of the training will always depend on making it understandable. During the explanation of the instructions, the trainer should make face and eye contact with each participant in turn .

3. Stop and discuss. There are exercises that have a logical conclusion. For example, "Broken phone". The information is completed as soon as it reaches the last participant. Exercise should be completed before reaching the peak of interest in the exercise. In the discussion, depending on what the exercise is focused on, questions are asked and the trainer concludes. During the exercise, the trainer can tell about the situation he observed, about the difficulties faced by the participants or the achievements they have achieved. He should use them effectively during the discussion. Why are rules (laws) adopted before training begins? Training is an emotional, non-traditional activity, aimed at changing and harmonizing a person's way of communication, improving interpersonal relations, and resolving conflicts that arise in communication with other people. The goals of training can affect the complex processes and subtleties of human psychology, so the work of a trainer can be compared to the work of a jeweler working on a precious stone.

serve to control and regulate the processes within the group. Applying these laws will help the trainees, and vice versa, if the trainer does not pay attention to them, the training group can "split" or "wound" the participants. The skill of the trainer begins with establishing discipline in the group (especially if the group consists of school-age children and teenagers).

and objectives of training laws .

1. Compacting the training group based on general laws.

2. Determining the main organizational procedure for conducting group training.

3. Ability to manage the group based on the adopted laws.

4. Orientation of the laws of training to the goals and tasks of training helps the group to achieve the set goal.

The first stage that must be carried out in the training process is the stage of developing group norms, that is, the training law. In this case, it is necessary to agree with the participants that these standards must be followed and to obtain the consent of each member. Compliance with these rules is of great importance in achieving the goal of training and creating a favorable psychological climate.

Conclusion

Before training, it is advisable to write the norms on a large piece of paper and hang them in the room, or clarify them together with the group members through the "Thinking attack" method. This is the first group agreement. It is important to listen to everyone's opinion and ask why they are in favor or against this principle. Approval of the principles does not need to be put to a vote. If someone disagrees with the group's opinion, it will be necessary to try to persuade him or the group will come to a different decision. Because not taking into account his opinion - it is clear that it will have a negative effect on the psychological climate in the group. That is, a participant whose opinion is not taken into account will develop a state of dissatisfaction, and this may cause negative situations throughout his participation in the training. It also causes depression, low self-esteem, etc.

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