

Ylia Lazareva

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Ylia LAZAREVA

P.G. Demidov Yaroslavl State University, Russia

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During recent 15–20 years, psychological training in Russia is becoming one of the most common forms of psychological practice, associated with direct practical benefit, it can help to resolve many current problems. The term „training” covers a wide range of practical psychology, which intersects with psychotherapy, psychocorrection and teaching. In the structure of higher education system in Russia training is in great demand, it is really able to enhance the formation of professional competence of future specialists. This is due primarily to the fact that this process is rather complex and time-consuming, and contemporary society presents high demands for professionalism of specialists in different fields, with emphasis on the quality of higher education, on expanding the Repertoire of educational methods.

Social-psychological training, along with other methods, is an excellent method of active teaching aiming at developing knowledge, skills, habits and attitudes. This is due primarily to the fact that one of the main benefits and, to our opinion, the most important, is that the teaching process within the framework of the training comes in the form of teamwork. The Group is a kind of microcosm, a society in miniature. The outside world with its processes and laws is reflected in microcosm adding realism for artificially created conditions, i.e. the processes occurring in the training group. Different phenomena that are present in everyday life, such as partners’ pressure, conformism and social influence, also take place in the training environment. All this affects individual attitudes and behaviour changes. As a result, affective experiences occurring in the training group, can naturally be transferred to the outside world.

The purpose of social-psychological training is the development of psychosocial competence, personality, ability of future specialist to interact effectively and qualitatively carry out assigned tasks in a professional environment. Social-psychological training, depending on the concept, promotes the development of communication skills, teaches express emotions correctly, manage own behavior, competent evaluate status and behavior of the others etc. In general, the training is aimed at formation of professional competences that is in active implementation of a professional activity acquired during studies, knowledge and skills.

During the work in training groups we realize some principles contributing to significantly increase of the efficiency of interaction. „Activity”-this is the main principle. Active position of each participant allows active and efficient teamwork, each participant is included in the interaction. We use the principle „Here and now”, by which parties are not switching to the past and future events. That contributes to a deeper analysis of situations in training process. The principle „Sincerity and openness” helps to create an open and confidential environment, inducing a closer emotional contact between the participants. Principle „I” or the „Principle of personification statements” underlines the refusal of impersonal statements, helps to develop your own position about everything happening during the work of the group. The principle „Confidentiality” calls for the preservation of secrecy, to the non-disclosure of details of the passed work that promotes a more open and sincere contact on the part of participants.

Referring to the choice of methods for training, despite their diversity, the diversity of specific exercises, practices and techniques, it is customary to emphasize some basic ones, which include a group discussion and situational-pretend play. This includes sensitivity training, oriented at interpersonal sensitivity and perception of yourself as an integral whole.

So, our article gives an overall analysis of the active teaching method – social-psychological training. It is a wonderful tool in the process of formation of professional competences of the future experts, means for active implementation of assigned tasks in the educational process. Specificity of social-psychological training, as a practical method, qualitatively improves relevance of requirements for the professional competence and the capacity of higher education in Russia.

Literature

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Abstract

This article covers the use of social-psychological training, as an active teaching method in the educational process in higher educational institutions of the Russian Federation.

Key words: social-psychological training, education, professional competence, group work.