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Socio-psychological training as a way to increase the psychological culture of teachers communication

The great psychological dictionary interprets the term “culture” as values, norms and the products of material production, typical of this society. The culture of our behavior – is actions and forms of communication between people, based on morality, aesthetic taste and the observance of certain rules and regulations. Then psychological communication culture can be defined as a system of knowledge, skills and appropriate behavior in different situations of communication.

In pedagogical practice, communication is the most important factor for professional success. One of the leading components of pedagogical skill is high technique of pedagogical communication, which suggests a high level of psychological culture of communication. According to A.K. Markova specific difficulties of teachers are “problems of understanding and cooperation, not just with the other person, but with the developing personality, but also the need to change the type of pedagogical thinking in the conditions of rapid social changes. The difficulties of the teacher in self-control and self-correction of his labor are very important. They are expressed in the following: the lack of completeness and consistency of psychological knowledge, insufficient reflection and low criticality in relation to yourself, when the teacher does not see in himself the reasons hindering him to understand a student or influence him, cannot associate the problems in training and education of students with defects in their own work” [Vachkov 1999: 101].

These and many other socio-psychological problems of teachers can be solved by purposeful application of social-psychological training, which from our point of view is the most effective form of training.

According to N.V. Klyueva, in contrast to traditional teaching methods, social-psychological training is aimed primarily at the development of personality, at the formation of effective communication skills, development of interpersonal skills [Klyueva, Svistun 1992: 6]. The most significant result of training can become participants understanding of their own psychological characteristics, awareness of your strengths and weaknesses and the emergence to self-development. L.M. Mitina regards the process of self-development as the internal activity of the teacher in the qualitative transformation of oneself, self-changing [Vachkov 1999: 130]. The transition to a higher level of development of professional identity and to a higher level of psychological communication

culture is fundamental psychological condition of creative implementation by the teacher his own professional goals and values.

Such authors as I.V. Vachkov, N.V. Klyueva, E.N. Sidorenko, G.B. Monina, E.K. Lutova-Roberts, T.D. Zinkevich-Evstigneev, A.B. Dobrovich, V.A. Kan-Kalik, etc. develop various types of socio-psychological trainings in Russia.

At present there is no generally accepted definition of the concept of “training”. In our study we define training as a multi-functional-method of intentional changes of psychological phenomena of the individual, group and organization with the aim of harmonizing professional and personal life of a person. Currently, social-psychological training is actively used in psychology and pedagogy to solve developmental, educational, correctional and therapeutic tasks.

What caused the high efficiency and practical importance of social-psychological training?

First of all, at such method of training the position of the teacher is characterized by pronounced orientation on the personality of the group participants, orientation to support and help in their development.

Secondly, the work with “I” (as set of representations of the person about itself) of the participant begins with the first meeting of group. More and more deep understanding of the awareness and the features which are shown in communication are at the same time both the essence and effect of social and psychological training.

Thirdly, the use of various methodical means which carry out various functions: training, psychocorrectional, psychotherapeutic. The methodical means used in training are: group discussion, analysis of situations, role-play, psychodrama, informing (instructing), projective drawing, psychogymnastics, musicoterapiya, skazkoterapiya, etc. Effective means of psychocorrection and self-knowledge are diagnostic procedures which are also applicable in the conditions of training [Klyueva, Svistun 1992: 87].

Thus, social-psychological training is effective way to increase psychological culture of the teacher as in the course of training there is a self-improvement of the teacher, development of his self-consciousness, development of constructive skills of communication and communicative competence, so carrying out similar trainings for teachers is necessary and expedient.

Literature

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Abstract

The article is devoted to theoretical analysis of the problems of development of psychological culture of personality. The peculiarities of socio-psychological training as a method of enhancement psychological communication teachers culture are described and also the social-psychological problems of teachers that arise in their professional activities are given.

Key words: socio-psychological training, psychological culture, communication, teacher, self development, self improvement, psychological culture of communication, psycho-correction.