

## **Psycho-pedagogical training as means of personality harmonization of the future teacher**

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### **Abstract**

*The features of the psycho-pedagogical training are revealed in the article, its role in personality harmonization of the future teacher, warning of the professional stress, prevention of the "emotional burning out". Experience of training practice providing is described with future teachers. The content meaning of the psycho-pedagogical training, form and methods of its realization are described.*

**Keywords:** *professional health, harmonization of personality, "emotional burn out", professional stress, psycho-pedagogical training, future teachers, methods of work*

### **1. Problem definition**

The professional longevity of the teacher is achieved by harmonization of personality, which is understood as a process of the gradual overcoming and removal of neurotic components of the own inner world, increase of authenticity, co-ordination of integral qualities of personality [4]. Understanding the ways of the personal inner world harmonization assists of the oneself positive emotional perception, helps to avoid stress and conflict situations.

Harmonizations of the inner world of the future teacher personality promote: oneself understanding, adequate self-esteem of the personal and professionally meaningful traits and qualities, actions and acts; oneself realization in the context of mutual relations with oneself, with other people, society; accordance, rapprochement of I-real and I-ideal, an attempt to be to seen such wanted ; acceptance of the oneself real, faith in the possibilities, meaningfulness, attractiveness, uniqueness, unicity; ability to be by yourself in mutual relations with students, their parents, colleagues at work, with other people; the intelligence of life and once own professional activity, realization and acceptance of limits of the freedom is in attitude toward other people, surrounding world, responsibility before the "I" for choosing values, strategies of life and behavior; formed of flexible I-concept, that results automatically in the change of behavior as a result of once own ideas alteration; ability to find professional and individual balance; aspiration to self -changes and self -development, creative self-realization in profession.

Therefore in the context of the investigated problem questions of search of ways and facilities of harmonization of personality of future teachers are updated. There are different types of trainings and therapies in the arsenal of such facilities.

## **2. Analysis of the last research and publications**

Training practice has some varieties. G. Kovalev names it the «collective of active social study», L. Petrovska, U. Yemelianov and Y. Kuzmin use a term "social-psychological training", T. Yazenko is "active social-psychological studies". Other types of the training practice are known: video training (Kh. Mikkin), training of consciousness and personality height (N. Osuhova), ballintivski group (B. Barabash), training with the use of the K. Stanislavskiy system and others. The most home authors name training studies "educational-training group". Among foreign scientists wide spread terms: "group training in the field of interpersonality relations" or "T-groups" (B. Baion, L. Bredford, Y. Gibb, A. Maslow), "groups of meeting" or "a group of personality height" (K. Rogers), "group of sensitivity" (M. Leikin, G. Smiz) and others.

Training as a form of practical psychological work represents a certain paradigm (generalized principle of activity, a cultural standard, sample). I. Vachkov distinguishes four types of such paradigms:

- 1) training as original form of taming, at that hard manipulating receptions by means of positive reinforcement are form of pattern behavior, and by means of negative reinforcement the harmful are "worn" away, unnecessary;
- 2) training as training as a result of that there is forming of abilities and skills of effective behaviour;
- 3) training as form of active studies, the aim of that is, foremost, perception of psychological knowledge and some practical abilities and skills;
- 4) training as a method of creating conditioning for self-perception of participants and independent search by them of methods for personal decisions making of their own psychological problems [1, p. 18].

The psycho-pedagogical training worked out by us will realize the third and fourth paradigms.

**The aim of the article** consists in opening the role of the psycho –pedagogical training in harmonization of future teacher personality , warning of professional stress, prophylaxis of the "emotional burn out", description of experience of its realization with future teachers.

## **3. Presentation of the main material**

The psycho-pedagogical training, worked out by us, shows the integral dynamic system of training exercises and is based on active group work principles. During training through interpersonal co-operation there is opening of personally range problems of the members of group and its psycho-correction. The psycho-pedagogical training was oriented not only on the personality psychological problems solving, professionally-important qualities development internalss but also opening of

internal potential of personality, forming of properties and internalss, that assist maintenance and strengthening of professional health, achievement of high level of professionalism.

For the training program development we used principles, technologies and exercises from other methodologies of active social psychological studies (Y. Emelianov, S. Kratochvil, X. Mikkin, L. Petrovska, A. Prutchenkov, K. Rudestan, T. Iatsenko and others). In time of training program creation we adopted some methodologies offered in L. Markovets` [2], N. Nazaruk [5] researches.

As methodological basis at creation of the training program the studies of humanistic psychology (A. Maslow, K. Rodgers and others) came forward about self-perception and self-actualization of personality, adequate personal increase. Rational-emotional approach, and also theory of psychological stress (R. Lazarus, S. Folkmen), became the theoretical-methodological ground of the working system from warning of professional stress origin, according to what basic link that causes a stress reaction, there is the cognitive estimation determined by co-operation of personality factors and stimulilus in environment.

The program of the psycho-pedagogical training is counted on 10 group classes engaging in a general 40-50 hours [3, p. 419-442].

The activity of the training group was concentrated on:

- it is forming of reflection, ability to recognize the emotional state, reasons of behavior, consequences of acts;
- it is development of adequate self-appraisal;
- it is positive perception of oneself and personal acceptance, dignities and defects, realization of one own value and unicity, capabilities and possibilities, forming of positive I-concept, assertive behavior;
- prophylaxis of social and professionally undesirable qualities, deformations, destructive changes of personality;
- it is formation of the cacogenic thinking;
- activation of psychological mechanisms of self-regulation, studies of the self-regulation bases;
- it is development of self -changes readiness , self-development, self-realization in the field of professional activity;
- it is forming of individual of pedagogical communication style;
- it is forming of stress stability as ability to find own resources in difficult situations.

The training enabled the development of the following meta-professional qualities: being sociable, reflectivity, assertiveness (self-confidence), and tolerance. Being a part of a training group also facilitated skill formation in sharing personal information sincerely and listening to others; making the participants' inner world open and trusting others with it; formation of psychotherapeutic attitude of a teacher-to-be; mastering the professional self-preservation technologies; creating an optimistic perspective. Thus we can state that training groups' activity was aimed at four "s" realization: self-knowledge – self-acceptance – self-discovery – self-development.

Teaching the trainees was performed on the basis of reverse information principle realization that includes: addressing the mentioned member of the group directly, in an informal way regardless of his status and age, and not in third person; telling the other member of the group which feelings his behavior and actions stir up instead of giving advice and evaluation; reverse information should be regarded only to those individual qualities which the person can change. At the same time, it is important for the other training participants learning to accept the reverse information without any counter pleas that will prevent their comprehension.

We directed group learning not at mastering ready-made ideas, but at reflexive knowledge, gained by every group member's experience. Also it was important not to "adjust" the trainee's personality according to any standard or pattern, but achieving some individually important results personally for him.

One of the main principles in the training group is accepting other training participants for whom they really are. That's why learning was aimed at establishing humane relations in the group, creating the atmosphere of kindness, trust, empathy, respect, security and safety, which facilitated students' detection of their own psychological problems, difficulties in communication, and their testing of new ways for interaction.

Operational aspect of the group process in the training group was structured according to the principles of active psycho-social learning which is thoroughly described in many scientific works (by Y. Yemelianov, L. Petrovska, T. Yatsenko and others). Therefore, we will examine in detail only sense aspects and psycho-pedagogical training methods.

A group discussion was one of the main training methods. The main point of this method is unregulated communication in the group. Debating contains the detailed examination, objection to groundless hypotheses about group members' personalities, other people, and the world in general. With the help of the group discussion, the training participants spontaneously fill the working process with the material, possessing a specific meaning, and this material opens up possibilities to detect unconscious behavioral stereotypes which cause difficulties in communication with other people, inner discomfort, worsen the general state. The desired cognitive result of the certain irrational discussions is a correction of beliefs, creation of a new effective life philosophy.

During the discussion, its participants should avoid giving advice to one another, impose decisions, sets, topics of conversation. Members of the group are impelled to express their direct emotional reactions and personal attitude, not general ideas, judgement and evaluation. Among the issues that were discussed at different stages of the training, there were the following: "Ideal picture of a modern teacher", "Teacher's image", "The secret of teacher's psychical equilibrium", "Stairway to harmony in communication", "Difficulties in teaching", "Stressors in teaching", "Self-efficacy in teacher's personality", "Career in teaching without stress and "burn-outs", "A way to professional longevity", "Secrets of pedagogical interaction", "Ways of self-fulfillment in pedagogical profession", "Are professional deformities inevitable in teaching?", "A diet from bad thoughts", etc. Group discussion is a basic method of training because one way or another it is almost always included in all the other methods. Additional work methods in the training group were: psycho-pictures, role-playing, psycho-drama, psychological games and exercises, psycho-gymnastics (methods of verbal interaction), meditative psycho-technics and exercises-relaxations, parables using.

We used psycho-picture as a means of the participants' silent emotional state expression, their relaying of certain psychological meaning or psychological portrait. Psycho-picture served for the control of a certain group process's character and the participants' personal changes, the introspection of their personal problems, emotional state, and general state. Psycho-picture analysis

facilitated formation of reflexive knowledge about their “Self” image, harmonization of their Self-conception in students. This type of work gave the participants the chance to relay inner psychological meaning, facilitated skill formation at work with their own feelings and psycho-emotional states, their understanding and analysis.

After each class, the students drew a picture on one of the topics (“My impressions after the class”, “Our group”, “The group and me”) which enabled to see the result of the training and understand the emotional experience of its participants. Inner changes which happened with the members of the training could be observed on basis of psycho-picture analysis results on such topics: “Real me, ideal me”, “The way people see me”, “Me as a real teacher, me as an ideal teacher”, “What I give to others and what I expect from them”, “Group dynamics and my personal development”, “Me handling the stress situation”, “Me handling conflicts”, “Me overcoming difficulties”, etc. Depending on the topic and specific objectives the pictures were drawn either at home or during the class. Psycho-pictures facilitated self-knowledge, self-discovery, training participants’ mutual understanding, their release from tension, and negative emotions.

For deeper understanding of individual problematics of every training group member we used the role-playing method. This method enables the participants to overcome difficulties in their certain psychological issues, feelings, emotions verbalization. It also allows seeing a member of the group as a teacher while interacting with students, their parents, and colleagues. During the classes there were role-plays without any previous preparation on such topics: “Me as a teacher”, “Me as a monitor”, “Me during the teachers’ meeting”, “Me during the parents’ meeting”.

Role-playing was ended up by a discussion. First, the “teacher” himself analyzed his actions, and then all members of the group expressed their opinion one by one, pointing out the feelings stirred up by the members playing the teacher. Special attention was paid to productivity of pedagogical interaction and the “teacher’s” emotional state during the “lesson” or “extra-curricular educational event”, his ability to change his emotional state.

Similar to the role-playing method is psychodrama. In this case a situation of personal significance from a group member’s life is played. During the role play each member is functioning within the scope of his role, but during the psychodrama he can speak for another participant in some cases if allowed. Psychodrama includes not only words but also movements, facial expressions, gestures. We used the following forms of psychodrama: “playing your own self” with somebody else or other people; “monologue”, when every group member plays his role and his partner’s one; “role changes”, when the participant takes the role of the person he has conflicts with and the partner plays him; “a mirror”, when a group member plays the protagonist and the person he plays observes his “reflection”. In some cases, other dramatic methods were used: “magical shop”, “hot seat”, “vacant seat”, etc.

Psychodrama includes the whole group’s work with one of the members — protagonist, who discovers lots of thoughts and feelings which help him to enhance his self-understanding, and give others “food for thought” as a result. Other group members’ observations during the psychodrama

help the protagonist to see himself with others' eyes, detect hidden unconscious behavioral motives, understand the reason of his own certain emotional state.

Psychological games and exercises facilitated formation of sanogenic thinking, ability to adequately get to know others and themselves, activation of group members' personal potential, understanding of the reasons which cause difficulties and inner discomfort while interacting with others. The following psychological games and exercises served in solving these tasks in the training groups' work process: "Associations", "The prosecutor and the attorney", "The tree", "What would you learn from the other person, what would you present him, and what would you get rid of?", "Marriage advertisement", "Health symbol", "Fight with unfinished deals", "Suitcase", etc. Exercises "Write an unsent letter to your offender", "Draw your offender's caricature", "Washing-off", "Magic wand", "Forgiveness" facilitates liberation from old grudges, negative emotional states, sanogenic thinking formation, and self-confidence.

Exercises, borrowed from M. Norbekov's practice [6], such as "Pleasant surprise to my offender", "A present to a stranger", "Compliment to a stranger", "Making the most sacred dreams true", "The king's (queen's) move", etc.

Psycho-gymnastics, which is based on means of non-verbal communication (facial expressions, gestures, movements), is a supplemental method. The main purpose of this method is knowledge and the subject's change of personal characteristics by non-verbal means. Non-verbal methods are effective means of social-perceptive personal sphere optimization, because they concentrate their attention on "body language". Sensitivity to non-verbal language is very important for a teacher, pedagogical interaction's productive style formation, and other people's world comprehension.

For revealing individual problems such exercises were proposed: "What am I like?", "How do other people see me?", "Distorting mirror", "Forbidden fruit", "The meeting on the narrow path", "Overcoming the obstacles". Group relationship was shown while doing such exercises as "My family", "Being on a deserted island", "Showing your attitude toward others", "Me and my group". After having done the exercises the participants as well as the observers were expressing their own feelings. We payed attention to the typical signs of psychological peculiarities in verbal and non-verbal behavior. It gave us an opportunity to create psycho-diagnostic forecasts and come to certain conclusions about personal issues of the participants of the study and stimulate their straightforward work on themselves.

Using the parable in the work of the training groups gave an opportunity for future teachers to concentrate on particular personal and professional problems, activate their thinking, engage deep unconscious process, bring in the corrections into the personal beliefs of the group members. The participants of the group used particular parables for solving their personal problems, some of the parables created the discussions, provoked thinking, accepting yourself and others, they have activated a professional consciousness and creative potential of participant's personality.

The participants of the study were suggested to do relaxation exercises, focused on taking off fatigue, filling with energy and releasing from negative emotions. Future teachers can use these exercises in their future activity. The members of the training group did such exercises for relaxation as "A trip to the depth of the ocean", "Willows-Poplars", "The Temple of the Silence", "The Sky", "Abandoned Garden", "Reaching the stars", "Wild Strawberry Meadow", "Star

Screen”, “Antistress Relaxation” “Take yourself out from the stress by pulling yourself by ears”, etc.

The members of the group created a “Psychological pharmacy for the teacher” and then during the classes they have presented it and made the advertisement of its “variety”: on one shelf there were remedies for being in a high spirits, for having confident and assertive behavior, the high level of conflictology, emotional balance, and on the other shelf there were tools against anger, jealousy, bad temper, weariness, pessimism, irritability, aggressiveness, the high level of conflictology. On the separate shelves there were remedies against emotional burnout, professional deformation, stress and illnesses. Everything listed above are not the cures but exercises, methods, technologies that allow to strengthen professional health, restore spiritual balance, achieve an emotional welfare and internal harmony. The writings at the entrance to the pharmacy and on its walls are of great interest, among them there are “Psychological art of professional longevity”, “Cures are more precious than health”, “If you don’t have money for the medication than stay healthy”, “Modern medicine doesn’t cure, instead it continues the opportunity to lead wrong way of life”, “Pills are for emotionally careless people”, “You can’t buy your health, it is given with your mind”, etc.

The means for self-assessment of personal and group training in the study were self-reports of participants.

In the process of the study at high school future teachers are in the conditions of a competition, a contest that causes jealousy, ambitions, inadequate self-esteem through hanging "labels" depending on the results of their educational work, disrupted perception of oneself Therefore, during the trainings we strived to use the energy of anxiety, aggression and ambition as a passage to a new level — an assertive behavior, sanogenic thinking, an efficient style of cooperation, stress stability.

#### **4. Conclusions**

Psychological-pedagogical training on the one hand is directed towards the mobilization of personal and neuropsychiatric resources of future teachers and on the other hand towards the mastering of psychological techniques of subjective self-influence. Therefore, psychological-pedagogical training was considered to be a complex for preventing professional stress and "emotional burnout" of future teachers as well as harmonization of their personality.

The perspectives of the further investigations could be seen in revealing the opportunities of psychological-pedagogical training concerning the correction and harmonization of professional and pedagogical position of a teacher in the system of post-graduate pedagogical education.

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