



ISSN 2450-6486

www.ehs-ss.pl

UDC 37.014.62:159.922.7

DOI: 10.38014/ehs-ss.2020.2.12



Iryna OVDIENKO,
Tetiana CHAUSOVA

The content and structure of social and psychological training

"Formation of secondary school principals' psychological readiness to interact with school psychological service"

Formulation of the problem. One of the important prerequisites of effective functioning of secondary schools is effective interaction between secondary school principals and school psychological services. Research into the psychological features of teaching staff's interpersonal interaction should focus not only on the content of interaction and its factors but also on secondary school principals' psychological training for interacting with school psychological services. This problem can be solved by researching the conditions and ways of improvement of interaction between secondary school principals and school psychologists and the use of research findings in the management and educational practice.

Secondary school principals' training should be aimed at optimizing their managerial interaction with school psychologists. At the same time,



Received 02.11.2020
Peer-reviewed 02.25.2020
Received (revised version) 03.05.2020
Accepted 03.18.2020

the optimization of management interaction is considered as a special organization of a system of adequate interpersonal relations, common personal meanings, group values, and goals and strategies of joint activity in carrying out the mission of the educational institution.

Optimization of interaction between secondary school principals and school psychologists will be possible with horizontal rather than vertical interaction, principals' developed communication skills, reflexivity, and wide role repertoire, which can be done using reflexive-role training and school principal-school psychologist interaction modeling.

Analysis of the latest research and publications. In general, social and psychological training is a method of planned changes in an individual that are aimed at his/her personal and professional development through analysis and reassessment of their own life experience during group interaction [5]. Educational training is a form of specially organized training, which is traditionally considered as an active method of training characterized by:

- 1) creation of conditions for trainees' disclosure of their positions and emotions in an atmosphere of mutual acceptance, security and support;
- 2) development and following of group norms, as well as flexibility in using directive and/or non-directive techniques of influence;
- 3) abidance by certain training principles and rules.

The principles of training group formation, which were discussed in the works of M. Bogomolov [1], Yu. Emelyanov [2], V. Sosnin [4], and others, allow reducing trainees' tension, developing their experimental skills as well as creating an atmosphere of support and cooperation for trainees' self-discovery and self-development.

Thus, the aim of our study is to analyze the technology of secondary school principals' psychological training for interacting with school psychologists.

Discussion. We aimed to develop secondary school principals' skills for interacting with school psychological services as principals' systemic feature. To this end, a program of secondary school principals' social and psychological training was developed. The training was tested as part of a training programs system designed to train secondary school principals for interacting with school psychological services at the Institute of Management and Psychology of the University of Education Management with the support from the Borodyansky District Department of Education.

As a result of our research work, we have developed the following format of social and psychological training.

The objective of the training: formation of secondary school principals' ideas about the content and ways of interaction with school psychological services.

Secondary school principals' training for interacting with school psychologists are based on the technological approach developed by L. M. Karamushka and includes an introductory, assessment and development components [3]. The assessment component includes: observations, questionnaires, surveys, group discussions, analysis of trainees' opinions about the training, etc. The introductory component includes lectures on the problem of psychological training for interacting with school psychological services. The development component includes group discussions, business games and role-plays, brainstorming, case-analysis, etc. These methods make it possible to expand and deepen trainees' experience of interpersonal interaction. Through the use of various techniques and methods and discussion of real interpersonal interaction situations, trainees improve their interaction skills, as well as develop their empathy and self-regulation. Trainees have a good opportunity to test different interaction techniques and tactics [1, 3, 5].

Organization of social and psychological training. The training program consists of three interconnected thematic blocks and is 24 hours' long. The program can be used in higher education institutions of various types, at advanced training courses in the system of postgraduate teachers' education. The training program can be modified to meet clients' requests.

The socio-psychological training program that has been developed is aimed at increasing secondary school principals' psychological readiness to interact with school psychological services. It allows secondary school principals to develop their relevant knowledge and skills, their ability to understand themselves and others, their social and perceptual abilities for better understanding of human mental states and features and the ways of influencing them [3]. The training program uses both the exercises and techniques developed by other people, and the original ones.

The introductory component of the training: "The content of secondary school principals' psychological training for interacting with school psychological services":

- *Acquaintance:* "My name is ... My key features are ...". This stage aims at learning and remembering each other's names; mutual support; trainees' self-presentation. The trainer makes the initial assessment of the trainees' interaction skills and personal qualities;

- *Exploring expectations:* "My expectations about training" (trainees

answer the following questions: "Why am I here? How can this training improve my interactions with a school psychologist?");

- *Unfinished sentences* (followed by group discussion): "Interaction is ...", "Management interaction is ...", "Interaction with school psychological service implies ..." etc.;

- *Group discussion*: "What are the psychological components of interaction between secondary school principals and school psychological service?";

- *Brainstorming*: "Is the school principal's interaction with the school psychologist different from his/her interaction with the teacher?";

- *Mini-lecture* "Psychological features of interaction between the secondary school principal and school psychological service". The phenomenon of interpersonal interaction. Characteristics of interpersonal interaction in education. Content, forms, types and structure of interaction between the secondary school principal and school psychologist. Effective interaction between the secondary school principal and school psychologist. Factors in effective interaction between the secondary school principal and school psychologist. Social factors (tendencies of social development, features of the educational system, secondary school principals' training system). Factors related to the content of work and work conditions (the educational institution's type, the psychological climate in the secondary school, teaching staff's professionalism, school psychologists' professionalism, school principal's management style). Factors related to secondary school principals' social and psychological characteristics. Secondary school principals-and-school psychologists interaction model;

- *Individual work* (followed by a group discussion): "What psychological problems would I prompt me to seek help of a school psychologist?". The trainees should make a list of the main psychological and interaction problems faced by secondary school principals in their day-to-day work.

The assessment component of socio-psychological training: "Assessment of psychological characteristics of secondary school principals who interact with the school psychological service." It is advisable to use the following techniques:

In order to investigate the motivational component of secondary school principals' psychological readiness to interact with school psychological service, we used the "*Focus On Oneself – Focus On Task – Focus On Interaction*" technique;

- To study the operational component of secondary school principals'

psychological readiness to interact with school psychologists, we used the *M. Snyder Assessment of Communication Control* [6]. Secondary school principals' interaction skills were assessed using specially designed situations;

- In order to study the personal component of secondary school principals' psychological readiness, *M. Rokeach Value Orientations* a questionnaire was used;

- *Psychological Workshop*: "Determine your level of psychological readiness to interact with the school psychological service." For this purpose, the questionnaires that were filled out at the assessment stage to determine the cognitive component of psychological readiness, were used;

Home assignment. The essay "My positive qualities that help to interact with a school psychologist." Each trainee had to talk about their strengths that helped them in their work. This exercise was intended to teach the trainees to discover their strengths, i.e. their qualities, skills, aspirations they value and which give them a sense of self-confidence in themselves in various interactions with school psychologists.

The development component of social and psychological training included:

- *Acquaintance*: "Since we haven't seen you, I ...";
- *Role playing in pairs* (followed by a group discussion): Interviews. The aim was to emphasize the uniqueness of the counterpart and to develop listening skills;

- *Group role play "Space Velocity"*. The aim of the exercise was to develop skills in making group decision about the strategy and tactics of carrying out work tasks as well as to promote group unity and deepen group-members' self-disclosure;

- *Roleplay "I say what I see"*. A description of behaviors and actions of other people without assessing them, i.e., without attributing motives for actions to them and assessing their attitudes and personal traits. The aim: to improve trainees' unbiased observation skills;

- *Group Cohesion Exercise "Unity"*. Participants sat in a circle and showed their fingers, following the instruction, until everyone showed the same number of fingers;

- *Role playing in pairs* (followed by a group discussion): "Role change". One player was ahead, the other one was a psychologist. For 5-10 minutes, the players went through a difficult interaction situation;

- *Role-play "Settling a Conflict"*. Players were divided by threes. Within 5 minutes, each of the three will came up with a scenario in which two players acted as the conflicting parties (e.g., the superior and the

subordinate), while the third player acted as a peacemaker, the arbitrator. The aim of the exercise: to develop trainees' conflict resolution skills;

- *Group discussion*: "What qualities, do you think, you need to interact effectively with your school psychologist? What qualities are needed by your school psychologist?". Conclusion: Most often school psychologists lacked tact, gentleness, kindness, and competence, while school principals needed firmness, perseverance, etc. Effective interpersonal interaction was possible if interactors had adequate psychological and education knowledge;

- *Work in small groups*: "Assessment of secondary school principals' skills in interacting with school psychologists to solve specific work situations". Typical situations included:

Job satisfaction – Two psychologists are working at school, one of them says that he doesn't like his job and he asks to give him a more interesting work. What would you say to this psychologist?

A) I believe that everyone would like to have a nice job, but the organization cannot give this opportunity to all employees. I will try to convince the psychologist that his/her colleagues and other teaching staff work patiently in their areas of responsibility.

B). I will explain that job satisfaction is determined by our attitudes towards the job and how we do it. It must be proved that work can be a great pleasure if we treat it as an art.

C) I will explain that the psychologist is paid for his/her work. I will try to convince them that job satisfaction depends on the scope of work done.

- *The correct answer is B*. Job satisfaction is the result of full use of your talents at work, which is properly appreciated by others. It depends on your attitude towards work, a mere change of work will hardly bring job satisfaction. It is necessary to get subordinates to understand the work they should do;

- *The project* "My Model of Interaction Between the Secondary School Principal and School Psychological Service" (performed in small groups), participants were given sheets A-3 and colored pencils and were asked to draw a model of their effective interaction with a school psychologist;

- *"A trusted fall"*. The exercise that completed a social and psychological training program. Objective: to develop psychomotor interaction skills and reduce communication distance between group members. The participants formed a large circle. One trainee stood in the centre of the circle formed by the other trainees. He/she had to close his/her eyes and fall with his/her face up into the hands of those who made the circle.

• *Thanksgiving exercise.* The facilitator of the training seminar gave the following instruction: "Now each of us will be able to thank those whose work during the training was important to them. You can put it this way: 'I am grateful to you, Dmitry, for" The purpose of the exercise was to make the participants aware of their being treated with respect and appreciation as well as to ease trainees' emotional tension. In this exercise, it was important for each participant to focus on the truly positive contribution of others;

• *Reflexive analysis:* "Which of my expectations have (not) been met by the social and psychological training?", "What forms of training did I (dis) like most?"

Conclusion. The results of the study have shown that secondary school principals' training for interacting with the school psychological service can be facilitated by the introduction of a special system of psychological and pedagogical training programs.

Secondary school principals' psychological and pedagogical training is based on (a) their special social and psychological training for interacting with school psychological services, (b) studying, analyzing and designing specific psychological and managerial situations during school principals' advanced training, (c) the use of active forms and methods of teaching (problem mini-lectures, practical classes, role-playing and business games), individual projects, (d) setting adequate training objectives and use of appropriate training forms, etc.

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Authors

Ovdienko Iryna,
*Candidate of Psychological Sciences,
Associate Professor of Psychology and Pedagogy,
National Pedagogical University
by M.P. Drahomanov,
Kyiv, Ukraine
E-mail: ira-ovd@ukr.net*

Chausova Tetiana,
*Candidate of Psychological Sciences,
Associate Professor, Department of Psychology
and Personal Development,
Institute of Management and Psychology,
DVNZ «University of Management
Education »National Academy
of Pedagogical Sciences of Ukraine,
Kyiv, Ukraine*

Abstracts

OWDIJENKO I M., CZAUSOWA T.W. **Treść i struktura szkolenia społeczno-psychologicznego „Kształtowanie gotowości psychologicznej dyrektorów szkół ogólnokształcących do współpracy ze szkolną służbą psychologiczną”.** Wartykule przedstawiono cel, zadania, treść i strukturę szkolenia społeczno-psychologicznego „Kształtowanie gotowości psychologicznej dyrektorów szkół ogólnokształcących do współpracy ze szkolną służbą psychologiczną”. Szczególną uwagę zwraca się na analizę interaktywnych technik wykorzystywanych w szkoleniach dotyczących psychologicznego przygotowania dyrektorów ogólnokształcących do współpracy ze szkolną służbą psychologiczną. Należy zauważyć, że wdrożenie specjalnego treningu psychologicznego i pedagogicznego dla dyrektorów szkół ogólnokształcących jest możliwe dzięki zastosowaniu następujących metodyk: stworzenie treningu społecznego i psychologicznego dla dyrektorów szkół ogólnokształcących do współpracy ze szkolną służbą psychologiczną; badanie, analiza i projektowanie konkretnych sytuacji psychologicznych i zarządczych w procesie przekwalifikowania zawodowego dyrektorów szkół ogólnokształcących; korzystanie z aktywnych form i metod nauczania (problematyczne mini-wykłady, zajęcia praktyczne, edukacyjne odgrywanie ról i gry biznesowe), praca domowa; wybór i uzasadnienie najbardziej odpowiednich form i zadań szkolenia itp.

Słowa kluczowe: trening, struktura treningu, gotowość psychologiczna, techniki interaktywne, dyrektor szkoły ogólnokształcącej, szkolna służba psychologiczna.

ОВДІЄНКО І.М., ЧАУСОВА Т.В. **Зміст і структура соціально-психологічного тренінгу «Формування психологічної готовності керівників закладів середньої освіти до взаємодії зі шкільною психологічною службою».** У даній статті розкриваються мета, завдання, зміст і структура соціально-психологічного тренінгу «Формування психологічної готовності керівників закладів середньої освіти до взаємодії зі шкільною психологічною службою». Особливу увагу приділено аналізу інтерактивних технік, які використовуються у тренінгу з метою психологічної підготовки керівників закладів середньої освіти до взаємодії зі шкільною психологічною службою. Зазначено, що реалізація спеціальної системи психолого-педагогічної підготовки керівників можлива в результаті

використання таких засобів: створення навчального соціально-психологічного тренінгу з підготовки керівників до взаємодії зі шкільною психологічною службою; вивчення, аналіз та проектування конкретних психологічних та управлінських ситуацій у процесі професійної перепідготовки керівників ЗСО; використання активних форм та методів навчання (проблемні міні-лекції, практичні заняття, навчально-рольові та ділові ігри), індивідуальні домашні завдання; вибір та обґрунтування найдоцільніших форм та завдань навчання тощо.

Ключові слова: тренінг, структура тренінгу, психологічна готовність, інтерактивні техніки, керівник закладу середньої освіти, шкільна психологічна служба.

ОВДИЕНКО И.М., ЧАУСОВА Т.В. Содержание и структура социально-психологического тренинга "Формирование психологической готовности руководителей учреждений среднего образования к взаимодействию со школьной психологической службой". В данной статье раскрываются цель, задачи, содержание и структура социально-психологического тренинга «Формирование психологической готовности руководителей учреждений среднего образования к взаимодействию со школьной психологической службой». Особое внимание уделено анализу интерактивных техник, используемых в тренинге с целью психологической подготовки руководителей учреждений среднего образования к взаимодействию со школьной психологической службой. Отмечено, что реализация специальной системы психолого-педагогической подготовки руководителей возможна в результате использования таких средств: создание учебного социально-психологического тренинга по подготовке руководителей к взаимодействию со школьной психологической службой; изучение, анализ и проектирование конкретных психологических и управленческих ситуаций в процессе профессиональной переподготовки руководителей УСО; использование активных форм и методов обучения (проблемные мини-лекции, практические занятия, учебно-ролевые и деловые игры), индивидуальные домашние задания; выбор и обоснование целесообразных форм и задач обучения и тому подобное.

Ключевые слова: тренинг, структура тренинга, психологическая готовность, интерактивные техники, руководитель учреждения среднего образования, школьная психологическая служба.

OVDIENKO I.M., CHAUSOVA T.V. **The content and structure of social and psychological training "Formation of secondary school principals' psychological readiness to interact with school psychological service"**. *This article discusses the objectives, content and structure of social and psychological training "Formation of Secondary School Principals' Psychological Readiness to Interact with School Psychological Service."* Special attention is paid to the analysis of interactive techniques used in training secondary school principals for interacting with school psychological service. It is noted that a system of secondary school principals' psychological and pedagogical training is based on special social and psychological training for interacting with school psychological service, studying, analyzing and designing specific psychological and managerial situations during principals' advanced training, use of active forms and methods of teaching (problem mini-lectures, practical classes, role-playing and business games), individual projects, setting adequate training objectives and use of appropriate training forms, etc.

Keywords: training, the structure of training, psychological readiness, interactive techniques, head of secondary school, school psychological service.