

MODERN TECHNOLOGIES IN THE ACTIVITY OF A TEACHER- PSYCHOLOGIST

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ABSTRACT

Today, the word "technology" is increasingly used by specialists in the field of pedagogy and psychology. In the psychological literature, this term is either not considered meaningfully at all or it has an ambiguous meaning. This article discusses modern technologies that can be used in the work of teachers and psychologists.

KEYWORDS: *Technology, Activity, Teacher-Psychologist, Development, Method, Modern, Self-Development.*

INTRODUCTION

The term "technology", based on the wording of many literary sources, is understood as art, skill, skill, a set of processing methods, changes in state.

Any activity can be either technology or creativity. It all starts with a creative idea and ends with technology.

The basis of any technology is a clear definition of the ultimate goal. In technology, the goal is seen as a central component [1].

What psychological and pedagogical technologies are most relevant in the work of a teacher-psychologist?

The teacher-psychologist, working with children, constantly focuses on their personality structures. In this area, the specialist uses the following technologies: information, through the use of which knowledge, skills and abilities are formed. Operating technologies provide the formation of ways of mental actions. Technologies of self-development are aimed at the formation of self-governing mechanisms of personality. Heuristic - on the development of the creative abilities of the individual. Applied ones develop effectively - the practical sphere of personality.

Let's consider these technologies in more detail.

Information Technology

In the work of a psychologist, information technology is very relevant.

Thanks to the implementation of the project "Development of a unified educational information environment of the school" for a limited period of time, the education system has achieved significant success in the field of informatization.

With the help of information technologies, the implementation of the main activities of a school psychologist is relevant: diagnostics, consultation, developmental work, education, only the forms and means of their implementation differ significantly from the generally accepted ones. The implementation of the main activities of a school psychologist in the remote service mode occurs through [2]:

- Creation of a thematic psychological electronic library for schoolchildren, teachers, parents on topical issues that concern them,
- exhibiting educational, diagnostic materials for children, with which children can work on-line,
- conducting remote psychological actions and competitions,
- Organization of remote counseling for target groups (in particular, it is possible to create the Internet - trust, a special section, when accessed, closed remote communication between a psychologist and a client is possible),
- organizing forums for designated groups, where they could express their opinions, requests, give feedback, get advice
- Organization of distance learning schools
- holding a chat of a team of psychologists with children, parents, holding a remote consultation of a psychologist, teacher, administration, as well as chats, with the involvement of specialists from other cities, conducting teleconferences with teachers, children
- conducting surveys of target groups
- organizing a psychological workshop for target groups

Speaking about the activities of a remote school psychological service, it is important to note that the remote activity of a psychologist with all target groups should correspond to the real activity of a school psychologist at the moment at school, which ensures the integrity of the functioning of all areas of the psychological service. In addition, the same topic should be carried through the work with all target groups [3].

One of the areas of using information technology in the work of a school psychologist can be considered the use of Internet design as a method of correctional and developmental work of a psychologist. The term "Internet project" is one of the most commonly used terms on the Internet. In a narrow sense, it is identified with the concept of "site". In a broad sense, an Internet project is a project in which computer capabilities and services are used to solve a problem.

Examples of the final products of Internet design include the following: a website, a computer presentation, a computer drawing, an e-book, a magazine, a computer game, a remote competition, a festival, a teleconference, a discussion chat, and other remote events.

The inclusion of children in the development and implementation of their own Internet projects has a great developmental potential. On the one hand, as a team form of work, the Internet project allows you to form cognitive abilities, project thinking, the subjective position of

schoolchildren, the ability to work together, and work in a team. On the other hand, content content allows you to solve a wide variety of psychological problems: correctional, developmental, and educational.

An integral part of the implementation of the Internet project is the media presentation of the results of the project, in which children not only present project products, but also develop the skills of expertise, planning and selection of information, communication skills, etc. When preparing for a presentation, it is important that the children, either on their own or with the help of the teacher, develop the assessment criteria as well as the structure. [4]

Internet design is often used as part of psychology media lessons, where IT technologies are actively used.

In general, the use of ICT in the work of a school psychologist poses new challenges for the development of collections of digital sources, correctional programs, the creation of electronic textbooks - workshops in psychology, electronic additions to well-known teaching materials in psychology, etc. Information technologies are becoming more and more firmly included in the activities of a teacher-psychologist and are used in the usual way.

Technology of educational games:

Educational games occupy an important place among modern psychological and pedagogical technologies. Educational games perform three main functions:

Instrumental: the formation of certain skills and abilities - can be expressed in game exercises;

Gnostic: the formation of knowledge and the development of students' thinking - is expressed in didactic methods;

Socio-psychological: the development of communication skills, expressed in role-playing games.

The learning game technology can be combined with technologies such as group technology, diagnostics, and training.

The role of educational games in education and psychology is extremely important. In pedagogy, they are an integral part of developmental education, which is based on the development of activity, initiative, and independence of students. In psychology, these technologies develop the cognitive, social, professional activity of students.

Psychological activity involves the use of techniques such as:

Music therapy is the use of music for: relaxation and calming, activation of the emotional sphere, correction of the emotional state.

Aromatherapy is the use of scented substances for relaxation and aesthetic purposes.

Color therapy - the use of color visualization for depression, anxiety, fears.

Dance therapy is the use of dance movements or imitations to music to relieve muscle tension.

Body therapy - methods of working with the body, the purpose of which is to improve physical and mental well-being.

Art therapy

Art therapy includes a number of areas of psychological work related to creativity - isotherapy, color therapy, phototherapy, fairy tale therapy, music therapy, collage. The psychology of creativity has long been successfully used in work with children and adults.

Play therapy

This technology solves the following range of tasks: psychocorrection, psychoprophylaxis, development and harmonization of the child's personality, improves the psychological climate in families and small groups.

Play therapy includes individual, pair and group games, techniques involving the use of dolls, figurines, relaxation techniques based on the active work of the imagination, various forms of artistic expression, etc.

Cooperation

Technologies of cooperation realize democracy, equality, partnership in the subject relations of a psychologist and a child. This technology is the most relevant in the organization of research activities, competitive movement, as well as in training work.

Person-oriented

They put the personality of the child at the center of the entire school socio-psychological system, providing comfortable, conflict-free and safe conditions for its development, the realization of its natural potentials. Person-centered technology is the embodiment of humanistic philosophy, psychology and pedagogy.

Humane - personal

They differ primarily in their humanistic essence, psychotherapeutic focus on supporting the individual, helping her. They "profess" the ideas of respect and love for the child, an optimistic faith in his creative powers, rejecting coercion:

The term "psychological technologies" implies an aspect related to the formation and development of the subject's personal qualities.

Psychological prevention - assistance in the full development of the personality of all participants in the educational process, prevention of possible personal deformations in the process of interaction, assistance in understanding the destructive influence of psychological violence. The main task of psychological prevention is the creation of conditions conducive to an adequate and competent response of the individual to manifestations of psychological violence, the refusal to use its forms in interaction.

Psychological counseling - assisting participants in self-knowledge, positive self-attitude, adaptation to real life conditions, formation of a value-motivational sphere and a system of relations with others, awareness of the value of non-violence, overcoming professional deformations, achieving emotional stability, contributing to personal and professional growth and self-development.

Psychological correction is an active psychological and pedagogical influence aimed at eliminating deviations in personal and professional development, harmonizing mental health.

In practical psychology, there are two areas of correction. The first is a set of individualized measures to strengthen the regulatory functions of the psyche, the development of emotional self-control and self-government. The second is normative-value correction, which consists in introducing certain directions into the individual-personal system of norms and behavioral standards, in accordance with which a person corrects the performance of his life and activity functions.

Psychological rehabilitation is a process that mobilizes personal adaptive mechanisms during the experience of psychotraumatic circumstances caused by the state of the external environment. Rehabilitation involves the return of what is lost or may be lost due to changing conditions.

It is psychological trainings that are most often considered as rehabilitation psychotechnologies.

Thus, psychological and pedagogical technologies find their appropriate place in the integral pedagogical process. Any psychological and pedagogical technology, its development and application require the highest creative activity and professional knowledge of the teacher-psychologist.

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