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INNOVATIVE FORMS IMPROVING THE PSYCHOLOGICAL CULTURE OF TEACHERS

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Abstract. The article discusses the problem of creation of an intra-university infrastructure for improving the teacher's professionalism. The centre, capable of accumulating the entire system of work, considers the laboratory of educational innovations, the key structural component of which is the scientific and methodological seminar. The author outlines the approaches and directions of the proposed form of professional and personal scientific and methodological interaction of teachers, and also indicates a meaningful description of the stages of the workshop and predicted professional and personal results.

Keywords: psychological culture of teachers; laboratory of educational innovations; scientific and methodical workshop; professional interaction of teachers.

The problems of the transformation of modern higher education create prerequisites for the rethinking of traditional and the development of new scientific approaches and forms of research on the mechanisms for improving the professional activity of the teacher. In this context, domestic researches consider psychological culture, for example, as a component of the general culture of man and his professional development (E. F. Zeer, I. A. Zimnyaya, E. A. Klimov, N. V. Kuzmina, A. K. Markova, N. I. Isaeva); as a special qualitative education in the structure of the teacher's professionalism (B. G. Ananiev, A. A. Derkach, V. G. Zazykin, A. K. Markova, N. V. Kuzmina, Y. A. Lobeiko); as a condition for the safety of the educational environment, the psychological health of the individual (I. A. Baeva, I. V. Dubrovina, V. V. Semikin); factor in professional and pedagogical activity (I. F. Isayev, L. D. Demina, N. A. Luzhbina); as a psychodactical basis for the activities of the university teacher (A. L. Busygin, V. A. Popkov, Y. G. Fokin).

The analysis of the situation in the system of teacher's professional development allows us to identify a number of significant problems. Researches note that the existing system of professional development can not solve the problem of the reproduction of pedagogical and scientific-pedagogical personnel of higher qualification, which is connected, in particular, with such reasons as weak implementation of the principle of the continuity of education, as a rule, non-personalized and subject and object nature of studies with adult (L. V. Verzunova, E. A. Zotova, G. B. Skok, T. Y. Surina and other scientists). To overcome the identified problems in the training of teachers, we are sure that it is important to shift the emphasis on training the teacher primarily within the educational institution (inside the department, faculty), as well as personal and professional self-improvement by teachers.

In order to determine the directions, principles, technologies of the system of improving the psychological culture of the teacher,

it is necessary to conceptually rethink the concept of “the psychological culture the teacher” of university and his professional mission – creating the necessary condition for the development of the future specialist as a professional personality. In the definition of the psychological culture of the teacher of higher education, we proceed from the realization of this phenomenon as a complex and multidimensional reality that characterizes the teacher as a professional and a person integrating psychological knowledge in the perspective of teaching their subject, carrying out productive professional and personal communication with students, realizing the need to improve their professionalism [2].

The scientific-methodical seminar-workshop is a special form and environment

for the professional-personal interaction of teachers, the program and content of which is based, in particular, on the principles of the "environmental approach" in education [3], on the comprehension of communicative action as an action oriented toward mutual understanding, which is coordinated by agreeing action plans and agreeing on the situation and the expected consequences [1, p. 200].

In the workshop we note the gradual, periodical and cyclical nature of the problem being worked out, a return to the previously discussed, but a higher scientific and methodological level, the constant professional and personal communication of teachers.

We have identified a number of stages: diagnostic, information, projective, effective (table 1).

Table 1

The content of the work of the scientific and methodological seminar

Stage of the scientific- methodological seminar	Projected results
Diagnostic stage	Development of a diagnostic system aimed at studying psychological-didactic, socio-psychological, autopsychological problems. Designing individual routes for psychological improvement.
Information, search and creative	A series of pilot diagnostic exercises on the assimilation of psychological and didactic content. A series of pilot diagnostic exercises on the formulation of developmental goals in the context of personal and professional development of a specialist.
Projective	Creating a system of integrated courses in the "pedagogical psychologist-teacher" system Complex of open classes, classes of integrated type.
Research and result	Systematic monitoring of the psychological component of the professional activity of the university teacher; activity of scientific laboratory; constant intracapunctional scientific interaction; creation of scientific publications, manuals.

The results at the diagnostic stage are the development of a diagnostic system aimed at studying psychological-didactic, socio-psychological, auto-psychological problems, designing individual routes for psychological improvement. At the information, search and create stage, teachers give a series of plot diagnostic exercises on the assimilation of psychological and didactic content, a series of plot diagnostic exercises on the formulation of development goals in the context of personal and professional development of a specialist. Projected results of the projective stage are the creation of a system of integrated courses in the "pedagogical psychologist - teacher" system, a set of open classes, classes of integrated type. Scientific-research, effective assumes systematic monitoring of the psychological component of the professional activity of the university teacher; activity of scientific laboratory; constant intracapunctional scientific interaction; creation of scientific publications, manuals.

We believe that the work of the scientific and methodological workshop is a promising

form of improving the teacher's psychological culture, allowing to actualize intracapartment potential, personal and professional self-improvement of teachers; to realize a personified, subject-subject systematized nature of relations; create a special quality of personal and professional environment in the departments and faculties of the educational institution.

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