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ИНТЕГРАТИВНОЙ
ПСИХОЛОГИИ**



Международная Академия Психологических Наук

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Слушали: Об организации издательских проектов в 2023 году

Постановили: В соответствии с Уставом МАПН:

1. В целях развития МАПН и интеграции психологов на Евразийском уровне организовать 2 выпуска журнала МАПН «Вестник интегративной психологии» в сентябре-ноябре 2023 года в Бухаре
2. Куратором выпуска назначить члена президиума, академика МАПН, доктора психологических наук, профессора Баратова Ш.Р.

**Президент МАПН,
доктор психологических наук, профессор В. В. Козлов**



специалист дает возможность человеку получить установку позитивного будущего через прорисовку своих достижений из прошлого в будущее, возвращая себе самооценку, веру в свои силы, возвращая вновь мотивационный потенциал к движению вперед. Важным акцентом служит актуализация духовного равновесия посредством контроля рефлексии в этой сфере в процессе рисования, что способствует поддержанию ценностно-смысловой составляющей целостности человека.

Таким образом, следует отметить, что потенциал метода «Нейрографика» имеет все основания быть исследованным далее с позиции акмеологического подхода и развития новых интегративных психотехник.

Литература.

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SOCIAL-PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF FUTURE PSYCHOLOGISTS

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Abstract. The problem of developing and implementing professional training programs for training psychologists in the educational system is urgent. This article examines the problem of forming and developing the communicative competence of a psychologist in the field of secondary education, as well as analyzes the content of projective methods to determine the level of awareness of psychologists' activities among secondary school students. Emphasis is placed on the characteristics of the communicative competence of psychologists, which are considered as the main, basic competence that a psychologist should have.

Key words: communication, higher education, psychologist, pedagogical psychologists; professional standards; competency approach; communication skills.

Аннотация. Актуальна проблема разработки и внедрения профессиональных программ подготовки психологов в систему образования. В данной статье рассматривается проблема формирования и развития коммуникативной компетентности психолога в сфере среднего образования, а также анализируется содержание проективных методов определения уровня информированности о деятельности психологов у учащихся средней школы. Делается акцент на характеристиках коммуникативной компетентности психологов, которые рассматриваются как основные, базовые компетенции, которыми должен обладать психолог.

Ключевые слова: общение, высшее образование, психолог, педагогические психологи; профессиональные стандарты; компетентностный подход; навыки коммуникации.

Nowadays, development of communicative competence of future psychologists is one of the urgent issues. Regarding this, in the educational institutions of our Republic, the communicative competence of the future psychologist, his student body, parents, colleagues, and the effective mechanisms of communicating with him have been created. Formation of communicative competence of psychologists has a special place among complex problems. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional psychological activity is becoming more evident. Along with practical, psychological, methodical, research types, future psychologists are being enriched by the formation of the psychologist's communicative competence. The diagnosis of professional competence is the essence of professional formation **it is necessary to include groups of diagnostic, communicative, management and projective studies** in its characteristics.

During the following decades, the system of higher education began to be radically reformed in a number of Europe, the USA, Russia and our country. In this, the main attention is focused on the formation and improvement of students' competence in their specialty. Today, a completely new type of specialist is required for society. He should grow up to be an active creative thinker, inquisitive, a specialist who independently searches for scientific information and uses it in his practical work. According to scientists, one of the main ways to prepare experts who meet the requirements of the times in reforming, renewing and improving higher education is the approach from the point of view of competence. The introduction of such a method of study and education in higher education requires a radical change of traditional views. It is evident that knowledge, skills and experiences are lacking in this regard. If we look at the modern science of pedagogy and the scientific research conducted in this regard, we notice that a lot of attention is paid to various fields and specialties, science and methods, teaching methods and technologies. But it can be noted that the issue of understanding these pedagogical methods and their application in practical activities has become one of the most urgent problems. The science of pedagogy, along with other humanities and natural sciences, seems to be entangled in a thread. The problem is evident in the application of pedagogical theoretical knowledge in this field to practical activities. To be more specific, it is felt that teachers lack the ability to apply theoretical knowledge in practice. Therefore, many teachers and pedagogues are burdened with outdated theoretical knowledge. They lack such qualities as being suitable for radical changes typical of the times. Being the owner of the same quality is a matter of getting the name of a competent pedagogue.

At the present time, the issues of human outlook are being fundamentally considered in psychology. The status of a person in social life is changing and the education of the growing generation is being re-evaluated, which leads to a change in the interaction of the subjects of these processes. Humanistic aspects of the interaction between the psychologist and the students today are based on I. Kant's formula of strict non-coercion, which means that each person should achieve his own goals and not allow himself to become a tool for others. In the organization of psychological communication, it is not possible to proceed only from psychological goals and tasks, in fact, it is natural that they are the basis of the activity. The nature of communication in such a situation leads to the fact that the psychologist always tries to communicate with him by expressing his opinion, that is, only "his" requirement. In communication with children, it is important to communicate with children, not by expressing "one's own" demands, but by taking into account their interests and aspirations, and communicating with them, so that the child is within the radius of psychological goals with his interest and world.

Three interrelated communicative, interactive and perceptive components, the tripartite approach is of particular importance in communication (GMAndreeva, AABodalev, BDPargin). In this case, the communicative aspect of communication shows the interactive organizational aspect of students' information transfer and interaction, and the perceptive aspect shows their understanding of each other and the mutual understanding and emotional connection established on this basis.

Communicative abilities of a psychologist with different concepts: "psychological skill", "qualification description", in the theory of psychological education, professional-based requirements for a psychologist are expressed with different concepts: "psychological skill", "qualification description", "professionogram of a person", "professional readiness", represented by "professional competence". In general, the above-mentioned psychological categories describing a phenomenon have specific content aspects and are used in different contexts.

Related to the concept of "communicative competence" is the concept of "communicative core of a person". The concept of "communicative core" appeared recently and was first used by the modern psychologist AABodalev in scientific research. Considering the communicative core of a person as a psychological phenomenon, there is a basis that allows each person to communicate more successfully. Such a basis is present in any adult person, in the personality of children as well, and personal characteristics and qualities can enter the communicative core. It is they, in the end, the method and direction of communication, on the other hand, the low level of the psychologist's professional communicative competence does not allow him to realize himself as a professional, as a result, it can cause dissatisfaction with life in general. Taking into account the interaction of this general and professional communicative competence, we determined the following criteria for its manifestation: the first criterion is general communicative values.

We included in them the value of a person for a psychologist, the value of the communication process, the value of traditional forms of communication for a psychologist; the second criterion - the psychologist's interpersonal communication was defined as general communication skills. This is his ability to establish contact with close relatives, colleagues at work, parents of students; the third criterion is the level of the psychologist's inclusion of general communicative values in his professional ideal, because the level of development of these values is of great importance in everyday and psychological communication. In addition, they serve as a unique basis for the psychologist's humane, facilitative communication with children, on the basis of which student-orientation and self-awareness and self-awareness are the leading values of their work. The changes in the student's personality include the need to change the methods of their activity; the presence of professional communicative skills in a psychologist has become the fourth criterion for assessing the level of communicative competence, because professional psychological communication has a number of features that distinguish it from everyday communication.

Communicative competence - requires full communication from a psychologist. Requires positive interaction with students and team members in all situations. Based on the educational content, the situation, the situation, the goal of any psychologist is to create a "Developmental environment" in the audience. That is:

Communicative competence. To know how to organize educational activities in cooperation, to work with tolerance, to be able to behave appropriately in conflict situations, to participate in the activities of democratic management of the group and self-management, to help students in their social activities, ability to present the results of his scientific and methodical activities, etc.

Psychological knowledge: diagnostics; prognostic; designing; constructiveness; communicativeness; organization; analysis.

for the educational and educational work of his specialty . Along with regularly improving his professional training, he should have the right to be a teacher, teacher, teacher, trainer, pedagogue , more precisely, he should have professional competence. Now it is rare for a teacher to acquire practical and theoretical knowledge of his chosen profession, science, specialty . He should be able to apply new methods and methods of education in any situation, in a word, he should be competent.

Education is the main condition and guarantee of human maturity and development of the nation. Educational processes are a national issue under state control. In our country, education, that is, teaching, is carried out in harmony with upbringing. As the national personnel training program requires a radical improvement of the educational process, it is noticeable that the training of competent pedagogues is also based on these requirements . Competence or highly skilled, training of highly qualified pedagogues has become the most urgent issue of our time, if it is permissible to say , the most important task of the state and society. As we mentioned above, pedagogical activity is close to artists and scientists in terms of its functions in society and professional qualities, as well as psychological principles. The characteristics of a teacher's work are designed to teach and educate a person. The formation of human qualities in young people, considering the subject of work as a human being, and its impact on the person managing the society requires competence in itself. The ancient Greek philosopher Plato said, "If the farmer is a bad master , the state will not lose much, only the people will dress worse." If the educator of youth does his job badly, then the category of ignorant, ignorant, uneducated and idiots will appear in the country.

Since the main activity of the teacher is to provide education and training to a perfect person, it is clear that the teacher of higher education, who works in the delivery of these pedagogues, has more difficult tasks. The person who performs these tasks should have the right and the right to train teachers and pedagogues and have this authority. Above, we defined the right to have such authority as the professional competence of the pedagogue . This concept is, of course, professional skills and theoretical-practical training for the pedagogue to perform his activities. The training of a pedagogue in one or another specialty is reflected in the qualification classification - the normative model of a pedagogue with competence. Qualification, qualification classification - it consists of a set of requirements and shows the level of theoretical and practical experience of the teacher. In general, psychological-pedagogical knowledge is clearly defined in educational programs. From the psychological and pedagogical point of view, the preparation of the teacher is based on the methodological foundations, pedagogical levels, and the social improvement of the individual. It is essentially based on educational goals and technologies. Pedagogical-psychological and (special) knowledge is not enough to be the owner of professional competence, most of this knowledge, in particular, theoretical, practical and methodological knowledge, leads to the increase of intellectual practical skills and skills of the teacher. Pedagogical skill is a wide-ranging continuous activity that serves for personal development. This concept increases the importance of theoretical knowledge in the practical training of future teachers.

The concept of EA Klimov, who identified the following main characteristics of the communicative competence of a psychologist in the field of education, is noteworthy: the ability to direct educational activities; ability to listen; communicative culture; observing the manifestation of a person's feelings and character, his behavior, paying

attention to his abilities, ideas, inner world, but not giving him specific characteristics; an approach based on the belief that a person can always be better; sympathy; the ability to find a way out of unusual situations; high level of self-control [14].

The main sources of acquisition of communicative competence are the development of language communication skills, interpersonal communication experience in the field of business, everyday and special communicative situations; communicating knowledge, general erudition, and scientific methods. On this basis, a set of knowledge about communication and its skills is formed, which makes up the communicative competence of a person.

Summarizing the above, we find that communicative competence is the leading professional competence of a psychologist, which includes:

1. a high level of speech ability, which allows a person to feel free during communication and transmit information without loss;
2. active listening, ability to express opinions;
3. understand the language of non-verbal communication;
4. the ability to correctly assess the interlocutor as a person and choose the optimal communication strategy based on this assessment;
5. the ability to behave in accordance with the situation and use its specific features to achieve one's communicative goals;
6. the interlocutor's ability to positively perceive his individuality.

It is assumed that students in the educational institution are sufficiently aware of the specific features of the work of a psychologist-teacher, respectively, of his work functions, and their implementation requires formed communicative competence. In our study, we analyzed the content of feedback on this issue: using the projective technique

"If I were (a) psychologist" tried to determine the awareness of schoolchildren about the specifics of the work of a psychologist.

Content analysis requires answers to open questions:

1. How can you explain why today's teenagers don't go to a psychologist?
2. What do you think a school psychologist should be and what qualities should he have?

The analysis of the content of the answers made it possible to determine the general trends of the dynamics of ideas about the communicative competence of the psychologist by identifying specific features related to this problem. These features reveal the specified topic.

Table 1

Components of answer definitions for question 1

A word/phrase	The number of repetitions	frequency of repetition in texts, %
Problem	17	29.82
A teenager	10	17.54
Psychologist	9	15.79
Fear	8	14.04
Experience	4	7.02
Restriction	4	7.02
Help	3	5.26
Trust	2	3.51

Table 2

Components of answer definitions for question 2

A word/phrase	The number of repetitions	frequency of repetition in texts, %
Understanding	6	25.00
Kindness (kindness, kindness)	3	12.50
Confidence	3	12.50
Common language	3	12.50
Opening	3	12.50
sincere (sincerity)	2	8.33
help (help)	2	8.33
Patient	2	8.33

The largest percentage (29.82%, see Table 1) corresponds to the word "problem": it is generally accepted that people turn to a psychologist with problems. Next, we distinguish the concepts of "adolescent" (17.54%) and "psychologist" (15.79%). For us, they do not play an important role, because these words are contained in the question itself and are part of phrases such as "I believe that a teenager does not go to a psychologist because ...". As many have written, teenagers are closed to themselves and it seems a shame for them to go to a psychologist. Thus, some are afraid to go to the psychologist's office because of the disapproval of society, that is, friends, family and teachers, and the teenager is afraid that the results of the interview in the office will be announced to parents or known to strangers. is afraid of being .

When answering the second question (see Table 2), the largest percentage (25%) corresponds to the word "understanding". According to the explanatory dictionary of the Russian language, "understanding" is defined as a person's ability to "understand, understand the meaning, meaning, meaning of something." 561]. Adolescents interacting with a psychologist expect attention and understanding of their problems, personal insight and understanding. In addition, the respondents said that a psychologist should be "kind" (12.5 %), the word "trust" also appears (12.5%): a psychologist should instill confidence and positive human qualities. must have, among them kindness and sincerity (12.5%).), and patience (8.33).

The goal of communicative self-improvement is clear, but the motives may be different . For a humanistic psychologist, communicative self-improvement should take place not only in self-improvement for its own sake, but also as a basic condition for the implementation of effective interaction, which contributes to the development of children, their individuality. and helps to preserve their individuality. Therefore, practical training is of great importance in communicative self-development. Mechanisms of development of communicative competence of future psychologists required the development of methodological support for the organization of professional-psychological activity through a practical approach. It is advisable to build the educational session in three blocks: informational, self-awareness and practical. Such an understanding of the uniqueness of higher psychology education, which demands from the people of the culture and educational system, the psychologist to constantly demonstrate his professional competence, can be a source of searching for the essence of the traditional educational system .

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**ПРОБЛЕМА ВЛИЯНИЯ РАСШИРЕННОГО СОСТОЯНИЯ СОЗНАНИЯ,
ИНДУЦИРОВАННОГО ГВОЗДЕСТОЯНИЕМ, НА САМОЧУВСТВИЕ,
АКТИВНОСТЬ, НАСТРОЕНИЕ ЛИЧНОСТИ**

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Проблема влияния расширенного состояния сознания (РСС), индуцированного гвоздестоянием, на самочувствие, активность, настроение в научной психологической литературе мало изучена, что подчеркивает важность нашего исследования, несомненно нужного для практики психологической работы.

Основные гипотезы нашего исследования:

- процесс вхождения в РСС при гвоздестоянии оказывает положительное влияние на самочувствие, активность и настроение клиентов психологической работы;
- процесс вхождения в РСС при гвоздестоянии приводит к изменению эмоционального состояния клиентов, отличающегося от первоначального.

Целью нашего исследования является:

- изучение проблемы влияния РСС при гвоздестоянии на психоэмоциональную сферу и состояния клиентов;
- изучение воздействия РСС с применением техник гвоздестояния на самочувствие, активность и настроение клиентов.

Данное исследование проводилось в 2023 году в Екатеринбурге и во время выездных тренингов личностного роста

В качестве основной методики участникам использования гвоздестояния был предложен тест САИ. Данные заносились в бланки для ответов.

Процедура исследования.

Тесты предлагались участникам тренинга одновременно в следующем порядке:

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