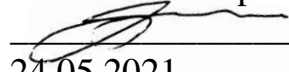EDUCATIONAL ESTABLISHMENT
"VITEBSK STATE UNIVERSITY NAMED AFTER P.M. MASHEROV"

Faculty of Social Pedagogy and Psychology

Department of Psychology

AGREED
Head of the Department
_____S.L. Bogomaz
24.05.2021

AGREED
Dean of the Faculty
_____S.A. Motorov
24.05.2021

EDUCATIONAL AND METHODICAL COMPLEX
IN THE ACADEMIC DISCIPLINE

ACTUAL TRENDS
IN PSYCHOLOGICAL PRACTICE

for the specialty of the second stage of higher education

1-23 80 03 Psychology

Compiled by: V.V. Bogatyreva, M.Yu. Bobrick, S.L. Bogomaz, V.A. Kosmach, T.E. Kosarevskaya, S.V. Lautkina, M.E. Shmurakova, V.G. Shpak, V.A. Karaterzi, M.M. Morozhanova, N.S. Semenova, J.L. Potasheva, E.I. Soveiko, J.S. Salakhova

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A19   **Actual trends in psychological practice for the specialty of the second stage of higher education 1-23 80 03 Psychology :** educational and methodical complex in the academic discipline / compl. by: V.V. Bogatyreva [et al.]. – Vitebsk : VSU named after P.M. Masherov, 2022. – 48 p.

The educational and methodical complex is prepared in accordance with the educational standard for students of the 2nd stage of obtaining higher education in the specialty "Psychology". The manual contains a brief synopsis of lectures, tasks for conducting seminars, practical classes, a list of basic and additional literature.

It is intended for students of the 2nd stage of obtaining higher education of students in the specialty "Psychology".

CONTENT

INTRODUCTION

1. Aims and objectives of the discipline:

The main goal of this course is to familiarize students with the current state and development prospects of the leading branches of psychological practice, relying on the basic knowledge of psychology already available to them.

The objectives of studying the discipline are: to characterize the modern directions of development of psychology; to critically analyze the main theoretical approaches of modern psychological science; to develop ustudents skills of independent and conscious determination of the methodology and methods of scientific research; to acquaint students with the most promising areas of application of psychological knowledge in practice; to learn to identify psychological problems, discovering the unity of theory and practice in the context of problematic issues; to acquire the skills of an independent search for approaches to solving both theoretical and purely applied problems; master the skills of determining the degree of relevance of a particular psychological problem in the context of modern psychological science and psychological practice in various branches of psychology; to learn to see interdisciplinary issues in the structure of psychological problems and set tasks with the involvement of specialists from other sciences; to learn methods of translating theoretical knowledge into a form that ensures the applied use of this knowledge.

2. The place of the discipline in the specialist training system:

In the system of master's training, the academic discipline "Actual trends of psychological practice" is included in the module "Applied problems of behavioral psychology" (a component of a higher education institution). The discipline "Actual trends of psychological practice" is based on the wide use of knowledge of the disciplines "Psychodiagnostics", "Theory and practice of practical activities of a psychologist", "Psychology of work", "Social psychology", "Psychology of management". The discipline "Actual trends of psychological practice" is a brief systematic presentation of ideas about the accumulated knowledge of modern psychology and related sciences about the diversity of theoretical directions, methodological approaches to the study of personality and human behavior, as well as types and directions of psychological assistance.

The modern social situation raises the requirements for the level of professional training of a specialist-psychologist, who must be able to orient within various theoretical directions, to plan psychological research and his own practical activity, to use the achievements of other sciences that study man and society. The program is designed to provide the basic psychological competence of future masters in theoretical and practical aspects. The program focuses the attention of undergraduates on psychological problems that are directly related to future professional activities. Within the framework of this discipline "Actual trends of psychological practice", the tendencies of development of modern psychological

practice, the problems of correlation of psychological practice and fundamental psychological knowledge, a variety of technologies used in psychological practice, promising directions of research of problems of psychological practice, the role of psychological practice in social life of modern society.

3. Requirements for the development of an academic discipline

As a result of studying the academic discipline, the master student:

must know:

- the main trends in the development of psychological practice in the Republic of Belarus, countries of the near and far abroad;
- general and particular problems of modern psychological practice;
- actual problem fields and perspective directions of psychological practice;

be able to:

- to identify areas of application of fundamental psychological knowledge in various areas of psychological practice;
- to highlight and analyze the technologies used in psychological practice;
- to determine and analyze the needs for the main types of psychological services in modern society;

to own:

- skills of the initial assessment of the psychological state of an adult, assessing the degree of his maturity in the socio-psychological plan,
- ways of stopping behavior deviating from the norm;
- research skills;
- skills of oral and written communication;
- methods of management of educational, cognitive, research activities.

In the process of mastering the discipline "Actual trends of psychological practice", the master's student forms and demonstrates the following competencies:

To own the skills of psychological analysis of social activity in the Internet environment.

4. For the study of the discipline "Actual directions of psychological practice" according to the curriculum allocated: 90, of which classroom – 48 hours (20 - lecture, 20 – practical, 8 - seminar).

5. The form of obtaining higher education - full-time correspondence.

6. Distribution of classroom time by type of occupation, courses and semesters: The academic discipline is studied for 2 semester: (20 hours of lectures, 20 – practical, 8 - seminar).

MODULE 1. TRENDS IN THE DEVELOPMENT OF MODERN PSYCHOLOGICAL PRACTICE

LECTURES

Lecture 1. Modern tasks and trends in the development of psychological practice

Lecture plan:
1. The concept of psychological practice.
2. Practice and activity.
3. The structure of the activity.

Basic concepts: practice, activity, psycho-practice, special types of activity, action, operation, psychophysiological functions.

1. Practice is defined as a material, objective, goal-setting human activity, which has as its content the development and transformation of natural and social objects and constitutes a universal basis, a driving force for the development of society and cognition. Practice is a human activity and has a basic structure of activity. Practical activity is divided into spiritual (non-material) and material. Material activity is seen as practical, and spiritual - as activity in the sphere of the ideal. I.N. Karitsky proposes to divide activity into practical (impact) and cognitive (perception) according to the nature of the connection between the subject and the object.

By its characteristics, practice is social, conscious, subject-active, purposeful. The general structure of activities is also the general structure of the practice.

The concept of psychological practice in a broad sense covers the entire field of practical psychology and indicates that this type of practice is psychological in its essence. Leading in psychological practice are psychological meanings, conditions, connections, patterns, methods and techniques of influence.

Psychological practice in the narrow sense is any practical psychological activity. Those. psychological practice consists of a set of separate, special, specific psychological practices that can be designated as psycho-practices. This space of psychological practice itself is represented by the following types of it (psycho-practitioners):
• psychotherapy,
• psychological counseling,
• psychological training,
• psychological testing,
• psychological help,
• psychological support,
• psychological correction,
• psychological prevention,

• psychospiritual practices,

• in some cases - healing and occult practices.

The object of psychological practice is social objects, that is, people and their groups, associations, communities. Psychological practice as a specific practical activity differs from any other activity in its special subject. The subject of specific psycho-practice is specific mental phenomena.

Psychological practice is a practice, the subject of which is psychic reality, and the means used are predominantly psychological (this is the activity of transforming and changing psychic reality by psychological means).

2. Activity can be defined as a specific type of human activity aimed at cognition and creative transformation of the surrounding world, including oneself and the conditions of one's existence.

In activity, a person creates objects of material and spiritual culture, transforms his abilities, preserves and improves nature, builds society, creates something that did not exist in nature without his activity. The creative nature of human activity is manifested in the fact that, thanks to it, it goes beyond its natural limitations, that is, it surpasses its own genotypically determined capabilities. Due to the productive, creative nature of his activities, a person has created sign systems, tools for influencing himself and nature. Using these tools, he built a modern society, cities, machines, with their help he produced new consumer goods, material and spiritual culture and, ultimately, transformed himself. The historical progress that has taken place over the past several tens of thousands of years owes its origin to activity, and not to the improvement of the biological nature of people. Thus, activities:

• is a product of historical development;

• given in the cultural purpose and the way of using the surrounding objects, it must be formed and developed in teaching and upbringing;

• is productive, creative, constructive;

• connected with objects of spiritual and material culture, which can be used by a person as tools, items for satisfying needs, means of their own development;

• transforms a person, his abilities, needs, living conditions;

• always purposeful, active, aimed at creating a certain product.

Characteristics of activity:

1. Objectivity - the reproduction in the activity of those qualities that are inherent in the subject;

2. Subjectivity - the subject has activity (experience, needs, meaning);

3. Feasibility;

4. Mediated character (tools, society);

5. Social nature - assimilation of social and historical experienceю

3. Human activity has a complex hierarchical structure. It consists of several "layers" or levels. It:

• the level of specific activities (or special types of activities);

• level of action;

• the level of operations;

• the level of psychophysiological functions.

Special types of activity are a set of actions that are caused by one motive. The following are considered as special activities:

• Play is a special type of activity in which the typical ways of action and interaction of people are fixed;

• Learning activity is a way of assimilating objective and cognitive actions, which is based on the mechanisms of transforming the assimilated material, highlighting the basic relationships between the subject conditions of the situation in order to solve typical problems in changed conditions, generalizing the principle of solution, modeling the process of solving a problem and control over him;

• Labor activity is a process of active change of objects of nature, material and spiritual life of society in order to satisfy human needs and create various values;

• Leisure is a special type of activity aimed at meeting the need for rest, entertainment, knowledge and creativity.

Action acts as the main unit of activity analysis and is viewed as a process aimed at achieving the goal.

The goal is the image of the desired result, that is, the result that must be achieved in the course of the action. The goal is always conscious. The goal defines the action, the action ensures the realization of the goal. Through the characteristics of the goal, you can also characterize the action. Human goals are extremely varied and of different scales. There are large goals, which are divided into smaller, particular goals, which, in turn, can be split into even more particular goals, etc. Accordingly, any sufficiently large action is a sequence of actions of a lower order with transitions to different ones "floors" of hierarchical system of actions.

Thus, an activity is a sequence of actions, each of which can be split into actions of a lower order. In complex compound actions, a specific set and sequence of private actions are dictated by the logic of the social and objective environment. Experience regarding the composition and sequence of actions is usually transferred during training in the form of rules, tips, instructions, programs.

An operation is a way of performing an action. Operations characterize the technical side of performing actions. The nature of the operations used depends on the conditions in which the action is performed. If the action meets the goal itself, then the operation meets the conditions in which this goal is given. In this case, "conditions" mean both external circumstances and opportunities, or internal means, of the acting subject itself.

The goal given under certain conditions in the theory of activity is called a task. When describing the process of solving a problem, it is necessary to indicate both the actions and the operations that implement them.

The main property of operations is that they are little or not at all. In this way, operations are fundamentally different from actions that presuppose both a conscious goal and a conscious control over the course of action.

The operations level is filled with automatic actions and skills. Operations are of two kinds: some arise through adaptation, direct imitation (these operations are practically not realized and cannot be caused in consciousness even with special efforts); others arise from actions by means of their automation (these operations are on the border of consciousness and can easily become actually conscious. Any complex action consists of a layer of actions and a layer of "underlying" operations. At the same time, the mobility of the border is noted, which separates the layer of actions from the layer of operations ...

The upward movement of this border means the transformation of some actions (mainly the most elementary ones) into operations. In such cases, there is an enlargement of the units of activity. The downward movement of the border means, on the contrary, the transformation of operations into actions, or, the fragmentation of activities into smaller units.

In the theory of activity, psychophysiological functions are understood as the physiological provisions of mental processes. These include a number of abilities of our body, such as the ability to feel, to form and fix traces of past influences, motor ability, etc. They are both necessary prerequisites and means of activity. Accordingly, they talk about sensory, mnemic, motor functions. This level also includes innate mechanisms, fixed in the morphology of the nervous system, and those that mature during the first months of life. The subject performing the activity is at the same time an organism with a highly organized nervous system, developed sense organs, a complex musculoskeletal system, etc.

Lecture 2. Correlation of psychological practice and fundamental psychological knowledge
Lecture plan:
1. The relationship between fundamental psychology and practice.
2. The theory of types of knowledge by Ya.A. Ponomarev and the problem of correlation between theory and practice

Basic concepts: theory, experiment, explanatory model, type of scientific knowledge.

1. The classical understanding of the relationship between theory, experiment and practice in psychology in the 1980s was expressed by B.F. Lomov. In his opinion, the fundamental theory should be verified (or, according to K. Popper, falsified) in an experiment and provide practice with

verified knowledge, and practice, in turn, can, on the one hand, demonstrate the value of a theory, and on the other hand, to put before the theory such questions that will stimulate its development. As a result, "the interaction ... of theory, experiment and practice is a necessary condition for the development of the entire system of psychological sciences."

Today, it is generally accepted that there is more or less mismatch between fundamental psychology and practice.

There are two main approaches to understanding the reasons for the discrepancy between fundamental psychology and practice:

1. the matter lies in the peculiarities of the knowledge obtained by experimental psychology. This knowledge is not yet mature enough to provide a solid foundation for a variety of growing psychological practices. In this logic, the further development of empirical science based on experiment should lead to the optimization of its relationship with practice.

2. The very type of construction of fundamental psychology and its adherence to natural-scientific models underlie its separation from practice. Practice within the framework of such a view needs a new oriented fundamental science, which will no longer rely entirely on the power of experiment, but will pay tribute to more humanitarian-oriented versions of psychological knowledge.

2. According to Ya. A. Ponomarev, three types of scientific knowledge can be distinguished - contemplative-explanatory, empirical and efficiently transforming.

The allocation of knowledge as types is rather arbitrary. Ya. A. Ponomarev considers them as poles to which scientific concepts and research gravitate: "none of the listed types really exist in a pure form, but each of them is relatively easily distinguished by idealization."

In fact, the relationship between empirical and efficiently transforming knowledge can be represented as a continuum on which explanatory models are arranged in sequence from the most local to the more and more synthetic.

Within the framework of the scheme proposed by Ya. A. Ponomarev, various spheres of practice can be divided depending on its locality or globality in terms of involving an integral personality. Local practical tasks relate to the regulation of a person's performance of individual actions and can be successfully solved by using local models that modern psychology has to a sufficient extent. Such tasks can be very significant socially, and in this area, fundamental experimentally oriented science turns out to be a reliable basis for solving practical problems. An example is engineering psychology. The models of information processing that psychology has at its disposal are quite sufficient to help in optimizing this process.

Another thing is the practical tasks associated with the involvement of an integral personality, as is the case, for example, in the field of psychotherapy. Global models in this area turn out to be insufficiently substantiated by experiment, as a result of which the classical scheme "theory - experiment - practice" is violated.

Nevertheless, in this situation, experimental psychological models do not remain completely useless. Local models can serve an important service in solving problems involving an integral personality, describing individual aspects of the phenomenon and proposing methods of adequate impact on its.

Lecture 3. The structure of psychological practice
Lecture plan:
1. The vertical structure of psychological practice.
2. The horizontal structure of psychological practice.

Basic concepts: subject of practice, object of practice, psycho-practical basis, psycho-practical aspect, dynamic content.

1. Psychological practice is understood as the activity of a specialist in the impact and change of social objects (individual, small and large group, society) with the help of psychological means.

In the structure of psychological practice (psycho-practice), there are three main points: the subject, the object of practice, the interaction between them. In the structure of interaction, the essential elements are: action, perception and attitude. The finer structure of psycho-practice in each of these moments allows us to identify three dimensions: vertical, horizontal and dynamic.

The vertical structure of psycho-practice is represented by psycho-practical foundations.

Horizontal - psycho-practical aspects.

Dynamic - personal, group and psycho-practical dynamics, each of which has its own structure. The structure of interaction is presented in each psycho-practical basis and aspect and has a dynamic content.

Psycho-practical foundations mean theoretical, methodological, practical concepts and schemes of action, social and personal factors, needs, motives and goals, values, norms and assessments, psychological means, observable phenomena, which in an explicit or implicit form are essentially used in its or significantly affect its. According to the criterion of proximity to psycho-practical interaction (from the most distant grounds to the closest ones), the vertical structure of psycho-practice is represented by the following grounds: need-target, conceptual, relational, methodological, praxical, instrumental and phenomenal.

The need-target foundations of psychological practice constitute a set of social, group and personal (individual) needs, motives and goals that actually initiate this practice, shape it and set its other content, including the content of other grounds, aspect and dynamic content.

Conceptual foundations are represented by the totality of all descriptions, concepts and systems that justify this practice, are used in it, or are substantially related to it.

Relational foundations represent a set of values, norms and assessments that form an attitude towards the phenomenal space of a given psychological practice, as well as these relationships themselves.

The methodological foundations of psychological practices are the knowledge of how to act to achieve the goals of these practices and what to be guided by in these actions.

Praxics represent real skills and abilities necessary for practical actions in this system.

Instrumental foundations are psychological and other means that are used in psycho-practice to achieve its goals (results).

The phenomenal foundations of psychological practice are a set of mental, psychological, psychosomatic and socio-psychological phenomena that psychological practice identifies, with which it directly works, which it affects, which it interprets, conceptualizes, etc.

The need-target, conceptual, relational, methodological and praxical foundations refer to the level of the subject. The instrumental - partly to the subject, partly occupy the space between the subject and the object, mediating their interaction, the phenomenal - to the object.

Each level of grounds, in turn, is subdivided into subspecies of grounds according to certain criteria. In particular, conceptual and relational foundations are divided, firstly, into scientific and non-scientific. Scientific foundations go back to one or another complex of scientific knowledge, psychological or other scientific schools, more broadly - to the scientific paradigms of their era. Non-scientific foundations include representations of common sense, everyday knowledge, belief systems, including religious, cultural norms, values, including moral, fragmentary conceptual elements of lost psycho-practical systems, pseudoscientific concepts, mythologemes, ideologies, dational and ethnic elements, etc. Scientific foundations are three or four main groups. These are philosophical, general scientific, specific scientific and specific scientific foundations. Philosophical foundations are the most general, ultimate foundations of psychological practices.

An essential element of the methodological foundations of psychological practice is its proper methodological (in the narrow sense, applied), psychotechnological, psychotechnical and methodological content. In terms of methodology, psychotechnology and psychotechnics, the structural content of the method as a method of psycho-practical activity is expressed. The psychotechnical content of psychological practice is represented by a set of psychological methods of influence, into which it can be subdivided. Since this subdivision can be performed with varying degrees of detail, psychotechnics can designate the psycho-practical process as a whole, considered as a specific

method (technique, method) of psychological influence; but also how psychotechnics can be considered as relatively complete separate parts of it, if they are distinguished as separate actions. By psychotechnology, we mean the built sequence of the application of psychotechnics.

Praxical foundations are subdivided into levels and areas of practical action. These are skills and abilities: bodily, including psychomotor, sensorimotor, ideo-motor, emotional-motor, respiratory, subtle-bodily, perceptual, verbal, sensory-emotional, mental, spiritual, regulatory skills of different levels and systems, skills influence and impact on others, etc.

2. The horizontal structure of psycho-practice is represented by psycho-practical aspects. The psycho-practical aspect is an essential, relatively independent part of psychological practice as an activity, in which it acts as its action, subordinated to a specific goal. Some of the psycho-practical aspects, if they become the motive of psychological practice, form its certain type, then other aspects become its subordinate moments.

Psycho-practical aspects are divided into activity-forming (therapeutic, consulting, training, developmental, educational, educational, regulatory, preventive, diagnostic, etc.) - during generalization, they form the main types of psychological practice - and additional (contextual, managerial, conceptualizing, compensatory, integration, research, play, life-teaching, etc.).

The generalization of one or another psycho-practical aspect, that is, its transformation into the leading activity of the practice, is, firstly, a mechanism for the formation of a type of psycho-practice (psychotherapy, training, counseling, personal growth, self-regulation, etc.), second, a mechanism for transforming one type of psycho-practice into another. If the therapeutic aspect is generalized, the leading activity of the practice has become, then we have psychotherapy; if the leading activity is consulting, then we are dealing with psychological counseling; if training - then with psycho-training, if regulatory - then with self-regulation, if developing - then with the practice of personal, professional or spiritual growth, etc.

In addition to the foundations and aspects, psychological practice also has a dynamic content. It constitutes the other dimensions of psycho-practice and makes its model complete. This includes personal and group dynamics, as well as a kind of dynamics of the mutual relationship of aspects in the course of the psycho-practical process or its systemic dynamics. Personal dynamics is a system of personality changes, which is the result of psychological practice. It can be tracked both in the course of one session, and over many sessions or longer periods. This dynamics can be characterized either as stable positive changes (progressive development), or as temporary fluctuations of a positive nature without stable preservation, in some cases - as negative processes. In the same way, in relation to a group, we can talk about group dynamics, in particular, highlighting the dynamics of the relationship between a specialist and

a client, a specialist and a group, the group itself, and individual sub-groups. The dynamics of psycho-practical aspects is the process of their manifestation, development, coming to the fore, latent existence and interaction. In some psycho-practical processes, certain aspects may not appear, although their latent presence is indicated by their manifestation in other sessions.

The proposed model also makes it possible to produce various classifications of psychological practices, compare practices with each other, and give estimates. The classification of practices according to the target component identifies their main types: psychotherapy, counseling, training, personal growth, prevention, education, teaching practices, diagnostics, self-regulation, etc. Many classifications of psychological practices are carried out according to the content of psycho-practical grounds, aspects and dynamics.

Lecture 4. Classifications of psychological practices
Lecture plan:
1. Features of emotional reactions in early adulthood.
2. Changes in empathy and sentimentality.
3. Age dynamics of the properties of emotionality.

Basic concepts: psychotherapy, psychocorrection, psychological counseling, psycho-training, psychological education, personal growth practices, teaching practices.

1. The question of classification of psychological practices is a question of the criteria on the basis of which the classification is made. In psychology, classifications are divided to:
• Natural - produced on the basis of essential features determined by the nature of the object under study. These features determine other derived features of the object.
• Artificial - serve to order objects according to insignificant, derived characteristics, but important in one way or another in practical terms.
• Auxiliary
The border between natural and artificial criteria is mobile, because what is insignificant in one respect may turn out to be significant in another, and vice versa.

The criteria for natural classifications are meaningful, referring to the ontological characteristics of psychological practices. They are associated with the essential characteristics of the investigated reality. The selection of criteria is based on certain theoretical foundations (concepts) adopted by certain researchers. For example, classification based on the activity-forming aspect: psychotherapy, psychocorrection, psychological counseling, psycho-training, psychological education, personal growth practices, teaching practices.

The criteria for artificial classifications of psychological practices are formal, random and derivative in relation to the content of specific practices and their ontological connections. At the same time, they meet specific practical needs. For example, the division of practices into domestic and foreign.

2. Conceptual foundations set a number of possible classification criteria: philosophical, general scientific, particular scientific, own, ontological, epistemological, praxeological, axiological, logical, ethical, aesthetic, existential and others. Each of these grounds divides psycho-practices into certain types.

The methodological foundations underlying the classifications subdivide psycho-practices into: well-structured, poorly structured; reflective and non-reflective; target, integration and training.

Each psychological practice has some systemic effect on a person, social group or society as a whole, but according to the tasks they are aimed at solving, they can be divided:
• integrative practices (having a complex, integrative impact);
• target (they solve certain narrow tasks or form specific qualities;
• metapsychotechnology (teach the mastery of psychotechnology. The peculiarity of this group of psychological practices is the competent application of the practices of the first and second groups to a specific individual or group.

By frequency of use practice may be: one-time are used only once, to solve an acute problem), sporadic (used as the need arises), permanent (with constant use, can become an actual principle of life, the principle of self-development, achieving goals).

One of the conceptual foundations of the classification of psychological practices are psychological trends and schools that serve as their conceptual basis for some psycho-practitioners - psychoanalytic (psychodynamic), behavioral, humanistic, cognitive, transpersonal. Within them, classifications by schools arise. For example, in the psychoanalytic direction there are psycho-practical schools - the classical psychoanalysis of Z. Freud, the analytical psychology of C.G. Jung, the individual psychology of A. Adler, the bioenergetics of V. Reich, the humanistic psychoanalysis of K. Horney, the school of E. Erickson.

3. Ontological foundations divide psycho-practices according to ontological levels of psychological influence. For example, the psyche and the body. There are five levels: bodily (physical, somatic); energetic (vital); emotional (sensual); mental (intellectual), spiritual (psychospiritual). From each of these levels, intervention can be carried out on any other, and accordingly, psychological practices can differ in terms of the base level from which the impact is carried out and the level at which the transformation takes place. All highlighted levels are closely interconnected and affect each other. Certain aspects of this interaction are studied in psychosomatics and somatopsychology. The psychological sphere itself includes three of them: emotional, mental and spiritual.

Bodily:

• behavioral techniques,

• body-oriented techniques (dance and movement, authentic movement technique, touch theater, holistic palsing, bioenergetics according to A. Lowen),

• breathing techniques (holotropic breathing, rebirthing, viveish, free breathing),

• various kinds of yogic practices, psychedelic tensegrity, mantra techniques, invocations,

• sound therapy,

• music therapy,

• massage,

• biosynthesis,

• bonding.

Energetic: qigong, some raja yoga techniques, kundalini yoga, bioenergy therapy, auto-training, a number of breathing techniques.

Emotional-figurative: play, role, part of visualization techniques, elements of auto-training, partly recapitulation technique, verbal techniques, part of Raja yoga techniques, verbal-figurative emotional-volitional state control method (СОЭВУС).

Mental: psychoanalytic cognitive techniques, mental visualization, meditation, prayer, introspection, rationalization, structuralization, partial recapitulation, verbal methods.

Spiritual: prayer, meditation, techniques from a number of esoteric spiritual and religious movements.

Lecture 5. Reflexive and non-reflective psychological practices
Lecture plan:
1. Reflexive psycho-practitioners.
2. Meditative states.

Basic concepts: reflection, self-reflection, speaking technique, Buddhist practices of awareness, self-awareness.

1. One of psycho-practices classification features is the presence of a reflexive component in them. Reflection processes are present in all practices, but in some, an emphasis is placed on reflection processes, while in others it is a random component. Practices in which self-reflection is the main or leading element: Buddhist practices of awareness, reflexivity training, psychoanalysis, speaking techniques, a number of cognitive techniques, psychological counseling in general, etc. the whole complex of such psycho-practical systems is designated as reflexive practices. Practices where the component of reflection

is weak, insignificant or absent altogether: some body-oriented, role-playing, shock techniques. These are weakly reflexive (non-reflexive) practices.

Reflexive psycho-practices are a group of methods for working with the psyche through awareness. The general principle of constructing reflexive practices is a constant emphasis on self-awareness and awareness of mental content as a leading technique. Because of this, they can be divided into two groups:

o Methods to increase self-awareness

o Ways to increase awareness of poorly conscious or unconscious mental material.

All these psychological practices are specific, because directly implement certain practical goals in working with the individual psyche. They are taught either in a group or in the process of individual work.

Psycho-practical systems of self-awareness teach a person to reflect on his own being, always or more often than usual; remember who is behind all actions and all the time relate these actions to yourself. They allow you to explore your own depths, find your own source, or better understand yourself. They teach to be free, not to depend on external stimuli, help to condition the external by the internal.

Consciousness is never empty, it is always filled with some content familiar to a given personality, more precisely, a set of mental processes that constantly build and maintain a picture of reality familiar to a given subject. This habitual, automatic process proceeds almost without the participation of consciousness in the sense that, firstly, consciousness does not regulate it, it proceeds according to the principle of associative connections, and secondly, it is filled with familiar images and relationships, and thirdly, it is almost immediately forgotten and its content is poorly understood. In addition, it is filled with habitual, automatic, almost unconscious thoughts (although it proceeds at the level of consciousness and can in principle be realized), as a result, it is accompanied by habitual mental states and reactions.

The content of this process can be positive or negative, or partially negative, or ambivalent, or have even more complex dynamics. What is important is that it is one of the main factors of human life, usually unconscious in the sense that the person did not consciously participate in its creation, but this mental content belongs to consciousness and consciousness can work with it.

Psychotechnology of working with habitual thoughts and states is quite simple in its principles, but not everything is simple when it is concretely performed, since a person may face various kinds of resistances, repression, tricks, self-deception, etc. at the first stage, it is necessary to track habitual thoughts, fix them (write them down), evaluate their significance for the personality (positive, negative, etc.). Next, you need to write out those thoughts (affirmations) that the subject defines for himself as positive and developing, which create the desired mental states. The next step is to learn how to replace habitual negative thoughts with positive ones. He requires constant attention to

the content of his own consciousness. If this is mastered in training conditions, then later the technique is mastered in the very process of life. For those who have picked up individual keys to it, learned to use it, it becomes an important consciously applied factor in the formation of personal success.

The technique of affirmations (positive statements) can also be applied to the technique of replacing the negative content of the psyche with positive ones. In this case, it is primarily aimed at self-development, at the formation of new states, skills, abilities.

An important element of a psycho-practitces is a conversation as a mechanism of awareness and memorization of the actually experienced mental content. If a person has not spoken, has not made an outwardly expressed fact that he has just lived in a direct mental process, then most of this content for the individual will be lost. The general impression will remain, which will become more and more faded over time. And only that which was realized a second time through verbalization will become a permanent property of consciousness. Probably due to the fact that consciousness itself has a word as its most effective tool. In the future, in essence, a person does not tell his experiences, but his first story about experiences.

An effective reflexive practice is the training technology for switching mental states. In the real process of mental experience, a person is included in this or that emotion and does not separate himself from it, more often than not, actually, he is not even aware of his state. Training technology outside of a real situation allows a person to see the possibility of a volitional transition from one state (negative) to another (positive) and train this ability, which can then be applied to current states and become a personality trait. This psychotechnology can be applied both to a simple version (multiple transitions from an arbitrary negative state to a positive one and vice versa), and in a more complex one (when specific negative and positive mental states are stipulated in advance).

2. A large class of reflexive psycho-practices is associated with meditative states. Meditation can be defined as a technique for diving into one's own depths. Although there are many other concepts and definitions of meditation.

Depending on the depth of meditation, awareness of the external world decreases and consciousness is increasingly immersed in the internal psychic spaces. At the initial stages, meditation can be accompanied by certain verbal formulations, including those of self-hypnosis, as well as visualization. At deeper levels of immersion, meditation proceeds as complete silence in the innermost depths of the human soul, as an independent existence of a person in himself. Meditative psycho-practices allow a person to understand himself, free himself from random external factors of his life, integrate various components of the psyche and realize life from the center of his own being.

Human existence is accompanied by a huge number of self-restraints in the form of various kinds of stereotypes, ideas, prejudices, attitudes, speculations,

habits at all levels of his being. Often the subject cannot do something, not because he lacks physical, intellectual or other abilities, but because he thinks that he is missing something, or because he is in some other respect to himself set boundaries, most often unconsciously. Self-reflection training of mental self-limitations helps to realize the existence of such boundaries at the mental level, in particular, through the solution of seemingly completely stupid, absurd or subjectively extremely difficult tasks. Solving these tasks alone or with the help of others makes it clear that the problem is not the task, but the person. Indirectly, this training also trains the readiness to solve any unsolvable life problems.

Among personal self-restraints, there is also that set of roles that a person is used to playing in life, with which he is ready to identify himself. Role-based training allows you to start in a playful way to expand this list. At the same time, a person begins to realize his own self-limitations in this area and learns to overcome them. In addition, the process of getting used to new roles helps a deeper understanding of both yourself and other people. Conducted in moving pairs, this training teaches you to quickly enter new images, at the same time, it blurs the outlines of personal history and creates new opportunities and prospects that previously lay outside the personality's ideas about their own potential.

An important subdivision of reflexive psycho-practitces includes trainings for the awareness of personal structures, which are factors in the organization of life and destiny. Most of the personality structures are formed unconsciously and spontaneously in the process of socialization. And in many cases, it is in them that the reasons for the inefficiency or dysfunction of a person's life lie.

Reflexive psycho-practices represent a huge number of specific techniques. To the above, you can add trainings: overcoming habitual consent (disagreement), teaching compliments, detachment, breaking mental ties, freeing from the current mental state, transforming habitual reactions, etc. in addition, they are part of many other technologies. In general, reflexive psychotechnologies are an important element of psychological practices in general and often serve as the first stage in the application of other technologies.

Lecture 6. Manipulative and humanistic psycho-practitioners
Lecture plan:
1. Manipulative practices.
2. Humanistic psycho-practitioners.

Basic concepts: techniques of recreation, relaxation, manipulative techniques of social management and brainwashing, self-actualization, spiritual tradition.

1. Modern society makes ever higher and more stringent requirements for all components of human resources. The ecological analysis of society indicates a

steady trend towards an increase in the number of various social stressors and the functional and somatic disorders of the human body and psyche caused by them. A person is able to independently cope with the diverse pressure on him from society and loses the ability to navigate the complex interrelationships of events and their objective assessment, often appealing to unreliable sources, demonstrating regressive and primitive reactions, assimilating low-cultural norms and behaviors. As a result, the social efficiency of individual individuals and society as a whole falls, various kinds of costs grow, including economic ones, and the effectiveness of the mechanisms of social management and self-regulation decreases.

There are no easy ways to solve this problem. Traditional methods of recreation, relaxation, change of activity, psychocorrection, therapy and psychotherapy, psychiatry, etc. have less and less success, if restoring homeostasis in the body and psyche, then at a lower level of adaptability and stability, which is not a solution to the problem in essence, but only a palliative (having the character of a half-measure, acting not deeply) means leading to a simplification of mental organization personality and its social connections.

The reason for this is largely in the technocratic approach to man, traditional for modern society, as a mechanistic element of a large social machine, which leads to a tendency to manipulative techniques of social control and zombies. This leads to the loss of both the individual and the society of deep values and their replacement with conventional guidelines and consumer models of life. In turn, this situation develops into personal, social and political crises without the possibility of a constructive way out, because the spiritual is no longer a true value, since the carriers of the manifestation of the spirit themselves are absent as an example of a high life.

Accordingly, the technocratic and consumer society, with its approach to social reality and man, tends to use psychology and psychological practice to achieve momentary goals without tracking the long-term consequences of psychological manipulations.

There is a huge variety of manipulative techniques for working with the psyche. Some of them go back to behavioristic, cognitive and other positivist and mechanistic orientations. Many of them are successful in achieving immediate goals, but as a result they give rise to numerous personal problems.

The main techniques of psychological influence (manipulation) include: entanglement; intimidation; emote; latent compulsion; "False involvement".

As methods of psychological influence, the manipulator can also use the techniques of infection, suggestion, motivation, devaluation, ignoring.

2. A qualitatively different strategy of personal and social life, the use of psychological and psycho-spiritual practices is offered by humanistic psychology. In contrast to the manipulative approach, humanistic psychology sees the highest value in the human personality and highlights development, personal growth, self-awareness, self-comprehension and self-actualization,

existential values and personality integration. The area of practice of humanistic psychology is psychotherapy, trainings of awareness, development and personal growth, transpersonal research and technology.

Example: the theory of K. Horney, in which it proceeds from the idea of the real "I" of a person, which can be realized only under favorable conditions. If a person is driven by defensive strategies rather than genuine feelings, he moves away from his real self. Alienation from the real "I", according to K. Horney, is the main cause of neurosis. The goal of psychotherapy is to restore personality for itself, the spontaneity of life and self-worth.

E. Fromm believes that psychology should be based on the philosophical and anthropological concept of human existence. He points out that in the process of evolution, man has lost his prehistoric unity with nature and with each other, but has developed the ability to think, foresee and imagine. Lack of animal instincts and an excess of rational thinking have turned man into a kind of error of nature. Self-awareness leads to feelings of loneliness and deprivation. In an effort to free himself from these feelings, a person is again looking for an opportunity to merge with nature and other people. The "human dilemma" consists, on the one hand, in the separation of man from nature, on the other hand, in the ability to realize this and try to resolve "existential dichotomies" to which there is no answer. These dichotomies are life and death, desire and the impossibility of complete self-realization, the ultimate loneliness of the individual among other people. E. Fromm argues that a mentally healthy person, unlike a patient, is able to find answers to existential questions.

The fundamental statement of K. Rogers' concept is the thesis that a person's life experience is an integral part of his "I". The individual, observing and evaluating the content of his own life, cognizes himself, and this experience is best known to himself. The area of experience is unique for each person and represents the individual world of the personality; it is the only real world that we know. The "I" is within the field of experience and is an unstable and constantly changing entity. According to K. Rogers, people are capable of constant personal development and growth, this is the prevailing human tendency. The desire for complete self-realization is an innate need for every individual.

The main point of A. Maslow's theory is the model of the hierarchy of human needs, which includes a full set of his motivations. These are the needs: physiological, security, belonging and love, respect and self-actualization. According to A. Maslow, the most basic needs must be satisfied first, before less significant ones are satisfied. The highest level of human needs is self-actualization - the full use of a person's talents, abilities, and potentials. Creativity, spontaneity, courage, full dedication to work - these are the main characteristics of self-actualized people.

Gordon Allport writes: personality is a dynamic organization of psychophysical systems within an individual, which determines his characteristic behavior and thinking. Personality is not a static structure, but a constantly changing and growing one. G. Allport created a theory of personality, which

emphasizes the uniqueness of mentally healthy individuals who proactively strive for their consciously set goals. The two main components of personality are personality dispositions and proprium. These structures allow you to describe the personality in terms of individual characteristics. The third component of personality is the conscious (or subjective) personality. Key concepts of G. Allport's concept: conscious motivation, mentally healthy individuals, proactive behavior, the uniqueness of each personality, eclectic attitude to other theories.

Ken Wilber attempted to integrate Eastern and Western psychology into a single model. He believes that spiritual development helps a person overcome a number of dichotomies. This is the gap between consciousness and subconsciousness (between person and shadow), between mind and body, between organism and environment. Spiritual development goes through a number of stages, and the final stage of spiritual growth is the achievement of mystical unity with the harmony of the universe. Each level of consciousness has its own problems and corresponding forms of psychotherapy and spiritual practice. K. Wilber considers evolution to be a successive series of manifestations of the spirit, at the final stages of which the spirit realizes itself.

Stanislav Grof, on the basis of psychedelic and then holotropic techniques, investigated the sphere of altered states of consciousness and developed their cartography. He identifies 4 categories of experiences in altered states of consciousness: abstract, psychodynamic, perinatal and transpersonal. The sequence of these experiences leads to the response of various unconscious painful complexes formed in the process of personality socialization, release. Associated energy, new integration of the personality at a higher level of self-actualization, as a result - an increase in social success and efficiency.

S. Grof's integrative psychotechnology, which he called holotropic therapy (or holonomic integration), includes controlled breathing, music, other forms of sound technology and purposeful work with the body. In his technique, S. Grof proceeds from the fact that "an increase in the frequency and depth of breathing, as a rule, weakens psychological defenses and leads to the release and manifestation of unconscious and superconscious material." In most cases, Holotropic Breathwork initially brings more or less dramatic experiences in the form of intense emotions or psychosomatic manifestations. These manifestations can then be replaced by deep relaxation, a sense of expansion and well-being, a vision of light, and mystical experiences. Holotropic therapy has a tremendous healing and integrating effect, which is due to deep inner experiences at the unconscious levels of the psyche.

Roberto Assagioli distinguishes between the personal "I" and the transpersonal "I". The personal "I" is basically a reflection of the transpersonal. Consciousness usually deals with a small part of the deep "I", since at any moment of time it is able to deal with only an insignificant part of it. The task of a person is to carry out "psychosynthesis", to restore the unity of the personal and transpersonal "I". R. Assagioli considers two levels of work in psychosynthesis: the personal, which focuses on the integration of the

personality around the personal "I", and the transpersonal, on which the personality is reunited with the transpersonal "I". At each of the stages of this path of ascent from the lower "I" to the higher, a new identification takes place. The new personality is characterized by consistency, organization and unity. According to R. Assagioli, psychosynthesis is a particular expression of a broader principle, the general law of interpersonal and cosmic synthesis.

Roger Walsh discovered and explored the deep unity of various spiritual traditions. All major spiritual movements (Hinduism, Buddhism, Taoism, Judaism, Christianity, Islam) have a common goal (liberation, enlightenment, salvation) and seven practices to achieve this goal. These practices are so similar that they can be called the seven general practices. These practices are central to each of these world religions. Anyone can apply these practices in their daily life. Unlike most psychotherapeutic practices that work with symptoms, spiritual practices directly address the nature of man - his consciousness, spirit, divine presence in him, revealing and freeing this potential, filling human life with real meaning and freedom.

R. Walsh believes that the universal medicine of the world's spiritual traditions is the use of seven practices. The first three practices relieve a person of addictions, cultivate true love, orientate towards a more conscious and moral life, and reveal the depths of the spirit. As a result, the level of anxiety, guilt and fear in a person decreases; confidence, courage and strength grows; qualities of calmness, relaxation, serenity and equanimity are formed; a greater capacity for openness, honesty and closeness awakens; emotions of happiness, joy and delight begin to prevail; intellectual abilities acquire a new quality, the mind becomes more open, receptive and awakened. The fourth practice is for an adequate vision of the world and yourself. Fifth - to spiritual vision, to the perception of the divine in everything. Sixth to the development of wisdom. The seventh awakens the spirit of service and gives the joy of serving others.

PRACTICAL AND SEMINARS

Seminar 1
Modern tasks and trends in the development of psychological practice

I. Study theoretical material on the following questions:
1. The concept of psychological practice.
2. Practice and activity.
3. The structure of the activity.

II. Answer advancement questions:
1. Give a definition to the concept of "activity".
2. Give a definition to the concept of "practice".

3. What are the main characteristics of the activity?
4. What are the main conceptual provisions of the psychological theory of activity?
5. Describe the operational and technical aspects of the activity.
6. Describe the motivational and personal aspects of the activity.

III. Practical task:
Give a comparative analysis of foreign and domestic theories and approaches to the consideration of activities.

Seminar 2
The relationship between psychological practice and fundamental psychological knowledge

I. Study theoretical material on the following questions:
1. Psychological practice and psychological science.
2. Applied psychology.
3. Psychological practice.

II. Answer advancement questions:
1. What is the fundamental difference between psychological science and psychological practice?
2. What is the fundamental difference between psychological practice as a type of social activity and psychological practice as a specific type of activity?
3. What is the subject and object of psychological practice?
4. What are the main types of psychological practices?
5. What is the specificity of the subject, object and subject of psychological practice?

III. Practical task:
Describe what is the social content of psychological practice.

Seminar 3
The problem of basic concepts of practical psychology

I. Study theoretical material on the following questions:
1. The system of basic psychological concepts.
2. Stages of concretizing the content of psychological practice.
3. Central categories of psychological practice.

II. Answer advancement questions:
1. What concepts of practical psychology are basic?

2. What is the relationship between the concepts of "psycho-practice", "psycho-practical system" and "psycho-practical process"?
3. What types of psychological practices belong to their own field of practical psychology?
4. What are the main types of psychological practices.
5. What is the central category of practical psychology?

III. Practical task:
   Define from the point of view of different specialists what practical psychology is as an activity, what types of activity form it. What areas of practical psychology are these types of activities?

Seminar 4
The structure of psychological practice

I. Study theoretical material on the following questions:
1. A variety of approaches to identifying the types of psychological practices.
2. Psychotherapy as a psychological practice.
3. Psychological correction as a psychological practice.

II. Answer security questions:
1. Describe the types of psychological practices according to different approaches.
2. What are the features of psychotherapy as a type of psychological practice?
3. Features of psychological correction as a psychological practice.
4. Features of psychological counseling as a psychological practice.
5. Features of psychological assistance as a psychological practice.
6. Features of psychological training as psychological practice

III. Practical task:
   Give a comparative analysis of theories and approaches to psychological training and personal growth practices.
   How popular is personal growth training in your country?

Seminar 5
***Classification of psychological practices by basic levels
of impact and transformation***

I. Study theoretical material on the following questions:
1. Basic classification according to the level of impact implementation.
2. Bodily techniques
3. Energy psychotechnology.

1. What is the basic structure of psychological practice?
2. How are the structure of psychological practice and the classification of psycho-practitioners interconnected?
3. What is the logical operation of classification, what are its scientific tasks?
4. What is the difference between natural and artificial classifications?
5. On the basis of what criterion is the classification of psychological practices based on the main types?
6. What kind of classification - natural or artificial - does the classification according to the main types of psychological practices refer to?

III. Practical task.

Prepare an essay on the use of ONE MOST INTERESTING psycho-practice for YOU, using the outline:
1. The name of the practice.
2. The author who suggested the practice.
3. Goals and objectives of the practice.
4. Indications for the application of the practice.
5. The expected result of applying the practice.
6. Why are you interested in this practice?

Sample essay topics:
1. Thanatotherapy V. Baskakov.
2. Bodynamics as a method of working with the body.
3. Body-oriented psychotechnics of the actor.
4. Dance movement therapy - the main directions.
5. Working with voice and breath in body therapy.
6. Transpersonal approach of S. Grof in body psychology.
7. Holotropic breathing and rebirthing in body psychology.
8. Non-traditional trends in the psychology of corporeality - shamanic, Sufi, su-jok, ethnic, etc.
9. Oriental teachings focused on the body: hatha yoga, tai chi, aikido, Osho medita

Seminar 6
Criteria for the classification of psychological practices

I. Study theoretical material on the following questions:
1. Natural classifications.
2. Needs-target foundations of psychological practices.
3. Criteria for artificial classifications.

1. What is not included in the structure of the activity?
    - level of hyperactivity;
    - the level of specific activities (or special types of activities);
    - the level of operations;
    - the level of psychophysiological functions.
2. Among such concepts as activity, labor, labor operations, logically the broadest concept is:
    - activity
    - labor
    - operation
    - action
3. Ya. A. Ponomarev distinguished three types of scientific knowledge:
    - experimental
    - contemplative-explanatory
    - empirical
    - efficiently transforming.
4. According to B.F. Lomov, the fundamental theory should be verified in _____ and provide practice with proven knowledge.
    - experiment
    - practice
    - activities
    - behavior
5. In the structure of psychological practice there are three main points: (choose incorrect answer)
    - the target of interaction
    - the subject of practice
    - the object of practice
    - the interaction between them
6. The horizontal structure of psycho-practice is represented by:
    - psycho-practical aspects
    - practical ideas and schemes of action
    - social and personal factors
    - skills and abilities
7. The direction in medicine and psychology that studies and explains the influence of emotional experiences, stress and psychological problems on physical condition is:
    - Psychosomatics
    - Somatopsychology
    - Pathopsychology
    - Bioenergetic psychotechnology

8. Science, the range of problems of which includes the study of personality, psychological issues of diagnosis, treatment, examination of patients with various diseases not attributed to neurological and mental is:
   - Somatopsychology
   - Psychosomatics
   - Pathopsychology
   - Bioenergetic psychotechnology

9. The field of clinical psychology, which studies the patterns of mental disorders and personality traits in mental disorders is:
   - Pathopsychology
   - Somatopsychology
   - Psychosomatics
   - Bioenergetic psychotechnology
   - dance movement therapy

10. Alexander Lowen is founder of the psychological practice approach:
    - Bioenergetic psychotechnology
    - body-oriented psychotherapy
    - holotropic breathing
    - dance movement therapy

11. Alexander Lowen is founder of the psychological practice approach:
    - Bioenergetic psychotechnology
    - body-oriented psychotherapy
    - holotropic breathing
    - dance movement therapy

12. Scientific studies of this psycho-practice have not revealed its effectiveness for the treatment of diseases, in particular cancer, but its beneficial effect as a method of relaxation has been proven.
    - bioenergetic psychotechnology
    - thanatotherapy
    - holotropic breathing
    - dance movement therapy

13. The method of body-oriented psychotherapy, which aims to provide the patient with psychotherapeutic assistance in the area of his contact with the processes of dying and death, is:
    - thanatotherapy
    - bioenergetic psychotechnology
    - holotropic breathing
    - dance movement therapy

14. Match the foundations of psychopractice and its concepts (The need-target foundations; Conceptual foundations; Relational foundations; The methodological foundations):

15.

constitute a set of social, group and personal (individual) needs, motives and goals that actually initiate this practice, shape it and set its other content, including the content of other grounds, aspect and dynamic content	
are represented by the totality of all descriptions, concepts and systems that justify this practice, are used in it, or are substantially related to it	
represent a set of values, norms and assessments that form an attitude towards the phenomenal space of a given psychological practice, as well as these relationships themselves	
are the knowledge of how to act to achieve the goals of these practices and what to be guided by in these actions	

16. Fill the gaps using next words: activity-forming, consulting, additional, conceptualizing

Psycho-practical aspects are divided into [_____] (therapeutic, [_____], training, developmental, educational, regulatory, preventive, diagnostic, etc.) - during generalization, they form the main types of psychological practice - and [_____] (contextual, managerial, [_____], compensatory, integration, research, play, life-teaching, etc.).

Seminar 7
Empirical types of psychological practices

I. Study theoretical material on the following questions:
1. Educational psychological practices.
2. Psychological practice of self-regulation.
3. Psychological education.

II. Answer advancement questions:
1. What are the main empirical types of psychological practices.
2. What is psychotherapy?
3. What are the main types of psychotherapy you know?
4. What is the difference between psychotherapy and psychocorrection?

III. Practical task.
Choose and describe a self-regulation practice that you would suggest using for anxiety

Seminar 8
Reflexive and non-reflective psychological practices

I. Study theoretical material on the following questions:
1. Basic classification according to the level of impact implementation.
2. Bodily techniques.
3. Energy psychotechnology.

II. Answer security questions:
1. What is meant by the basic classification of psychological practices according to the level of impact?
2. What is meant by the basic classification of psychological practices according to the level of transformation?

III. Practical task:
Determine what types of psychological practices can be attributed to emotional, mental, spiritual. Give examples. Describe in detail one of the practices that are close to you.

Seminar 9
Manipulative and humanistic psychopractices

I. Study theoretical material on the following questions:
1. Manipulative psycho-practices.
2. The use of psychological and psycho-spiritual practices.
3. Humanistic psycho-practitioners.

II. Answer advancemment questions:
1. What is the purpose of psychotherapy according to K. Horney?
1. What do humanistic psycho-practical systems teach?
2. Client-centered psychotherapy: what are its features, scope?
3. What are the features of the application of humanistic psychotechnics?
4. What is meant by S. Grof's integrative psychotechnology?
5. What is meant by holotropic therapy?

III. Practical task:
Determine what types of psychological practices can be classified as based on the main spiritual traditions. Give examples of their use.

MODULE 2. PSYCHOLOGICAL PRACTICE IN THE SOCIAL LIFE OF MODERN SOCIETY

LECTURES

Lecture 7. Psychological practice in the health care system
Lecture plan:
1. The main areas of work of a psychologist in the health care system
2. Actual and prospective tasks of the development of psychological services in the health care system
3. The main tasks of psychologists of the psychological service in the field of health care.

1. Qualified full-fledged care for sick people cannot be limited only to medical care. A person experiencing suffering needs psychological support and psychological support at all stages of treatment.

Priority areas of work for medical psychologists were:

1) work in the field of maternity and childhood protection;

2) the field of extreme medicine (assistance to people caught in natural disasters, various disasters);

3) services related to the provision of medical care in the somatic departments of hospitals;

4) the work of medical psychologists in oncological, neuropsychiatric dispensaries.

The functions of a psychologist in the health care system are very broad and significant. The psychologist must help the patient to survive the setting of a difficult diagnosis, to adapt to a new way of life, which the disease requires, to form an adequate self-esteem in the new quality of a sick or disabled person, an optimistic view of the world, to strengthen faith in oneself and one's ability to overcome the disease. In addition, the psychologist can help the patient correct the negative personality traits that appeared during the illness, overcome the hypochondriacal (from the Greek hypochondrios - suspiciousness; obsessive fear of illness) phenomena. A psychologist can help medical workers at different stages of treatment and in carrying out specific medical procedures - psychologically prepare the patient for complex diagnostic examinations, operations, physiotherapy procedures, help overcome fear, depression, aggressiveness and irritability. The role of a psychologist is also great in working directly with medical personnel, who experience enormous psychological stress, negative stress, mental tension in their professional activities.

Thus, a psychologist can solve issues of psychosomatics, psychohygiene, psychoprophylaxis, pathopsychology. It is no coincidence that the training of psychologists with a specialization in the field of clinical psychology (from the Greek klinike - requiring medical influence) has been expanded recently.

The main areas of work of a psychologist in the health care system:

1. Assistance in the diagnosis of mental illness, auxiliary therapy and treatment of mental patients with non-drug means (psychiatric clinics and hospitals).

2. Assistance in making a diagnosis for neuropsychological disorders in various injuries, accidents, acute poisoning, some diseases (surgical clinics, hospitals).

3. Protection of motherhood and childhood. Psychological assistance during pregnancy and childbirth, in the postpartum period. Psychological support of family members in which the birth of a child is expected (women's counseling).

4. Psychological assistance and support of somatic patients (polyclinics and hospitals).

5. Psychological assistance and support of disaster victims in medicine (extreme situations, accidents, armed conflicts, terrorism, natural disasters, etc.).

2. Medical psychologists can work in hospitals, health centers, health resorts, and can visit people at home. Medical psychologists usually work in teams, for example with social workers, doctors and other health professionals. Most work in the healthcare system, some may be in private practice.

Medical psychologists also work with healthy people. Their work is aimed at preventing the occurrence of diseases, helping people to improve their mental state. Medical psychologists can work in mental health centers or counseling rooms. In this case, they are dealing with people who complain of anxiety, emotional disorders, as well as the turmoil of everyday life. The difficulty of such work is that the population does not have the skills to seek professional medical and psychological help.

Actual and prospective tasks of the development of psychological services in the health care system:

1. Creation of children's and adolescent medical and psychological services. Medical psychologists participate in clinical examination of preschool and school children for the timely identification and correction of delays and distortions of mental development. For this purpose, medical and psychological offices are being created in children's polyclinics, hospitals, sanatoriums, children's and adolescent medical and psychological counseling centers. Tasks of their activities: early detection and correction of mental development anomalies, counseling on the upbringing of children and adolescents with developmental disabilities; identification and psychological correction of psychosomatic and somatopsychic pathology.

2. Development of community-acquired medical and psychological care. For this, medical and psychological offices are being created in general polyclinics, neuropsychiatric and narcological dispensaries, consultative and diagnostic centers of medical psychology. The tasks of their activity:

identification and psychological correction of psychosomatic and somatopsychic pathology, borderline neuropsychiatric disorders, other diseases and pre-morbid conditions requiring medical and psychological assistance.

3. Creation of a service for medical and psychological rehabilitation of patients with somatic, neurological and neuropsychic pathology. Medical psychologists in the staff of somatic, neurological, psychiatric and narcological hospitals are called upon to solve the following tasks of medical and psychological rehabilitation: neuropsychological and pathopsychological diagnostics of the affected mental and cerebral functions, the lost sides of the personality and their restoration, diagnostics of the intact sides of the personality in order to activate them in the process of rehabilitation treatment, diagnostics and psychocorrection of secondary functional disorders in somatic patients, participation in solving problems of labor expertise, conducting psychotherapeutic and psychocorrectional work among patients with psychosomatic and somatopsychic pathology.

4. Creation of an emergency medical and psychological aid service. On the basis of the centers of emergency medical care, teams of emergency medical and psychological assistance are organized, which provide professional medical and psychological assistance to people affected by natural and technological disasters, accidents at railway, aviation, automobile and sea transport, as a result of fires. Professional psychological assistance is also required for persons who have committed suicide attempts, victims of criminal attacks, victims of social conflicts. The tasks of psychologists: express diagnostics of reactive states, psychogenic disorders in victims, travel to places of natural, technological disasters and social conflicts to carry out emergency measures to prevent panic. It is important to timely identify persons in need of urgent medical, psychological and psychiatric care; provide psychotherapeutic and psychopharmacological assistance to the victims; and also to provide medical and psychological assistance to rescue teams and people involved in the elimination of the consequences of catastrophes, natural disasters and social conflicts.

3. The main tasks of psychologists of the psychological service in the field of health care:

1. Diagnostic. Helping a doctor in diagnostics in case of unclear pictures. Monitoring the effectiveness of the treatment (conducting background psychodiagnostics (for example, in the preoperative period), and then again using an identical battery of techniques (in the postoperative, recovery period)).

Diagnostic steps:

a) establishing contact with the patient, identifying his interests, needs, etc.;

b) conducting a diagnostic examination;

c) completion of the survey, clarification of primary data;

d) analysis of the results obtained, their generalization and preparation of the conclusion;

e) writing a psychological report, discussing it with the patient (his relatives), the attending physician. Psychodiagnostics precedes all other types of psychological support of the patient and "serves" them.

2. Expert. Expertise: medical-labor, military medical, forensic psychiatric, mixed psychological-psychiatric, medical-psychological-pedagogical, etc. The result of the examination is the distinguishing of identification of the degree of suitability for a certain activity, its efficiency, true diseases and simulation behavior.

3. Psychocorrectional. Psychocorrection is aimed at "correcting" relatively persistent abnormal mental traits that cause an increased risk of morbidity or relapse of a particular disease or complicate social and labor adaptation (after an illness, with chronic long-term illnesses, etc.). Psychocorrection should be aimed mainly at persons who are not in a clinically pronounced state of the disease, during a period when they may not need treatment, in actual medical care, i.e., as a rule, in a pre-morbid state or after recovering from the disease.

4. Recovery and rehabilitation. The range of tasks is very wide: from adaptation, labor and social rehabilitation of cardiac patients to restoration of impaired higher mental functions in focal brain pathology and social and labor rehabilitation of chronic schizophrenic patients. The main task is to reduce and prevent disability of a huge number of sick people, restore altered mental activity, return a sick person to his social status.

And also: psychological education, counseling and others. The work should be carried out professionally, in the interests of the patient and for the benefit of him.

Despite the relevance of professional psychological work in the medical field, the problems of constructive interaction between psychology and medicine in the process of everyday medical practice are still not fully resolved and cause controversy, and as a result, the formation of the profession of a medical psychologist and psychological service in the health care system is proceeding slowly.

Lecture 8. Psychological practice in organizations
Lecture plan:
1. Psychological service in the organization
2. Tasks of the psychologist in the organization

1. Psychological service in organizations and industry has a rich history. It was industrial enterprises in the 19th century. became the first customers of psychological research, in order to increase the level of productivity, reduce marriage at work, and create a favorable socio-psychological climate.

Since that time, the "assortment of psychological order" of enterprises and organizations to psychologists has expanded significantly. Now specialists of psychological services, personnel services are faced with the tasks of training a

personnel reserve, forming corporate loyalty of employees, reducing the risks of industrial espionage, consulting work with employees and managers, helping in resolving crisis interpersonal situations, preparing employees for organizational changes, assistance in assessing the company's image in the service market. The tasks that the heads of organizations set for a specialist-psychologist depend on the needs of the organization and on the level of competence of the specialist-psychologist himself. The higher the level of qualification of a psychologist, the more complex organizational tasks he can solve.

The psychological service can be represented in the organization by the personnel service or the personnel service and individual psychologists working in the structure of these services, or the psychological service itself as a separate structural unit. As a rule, only organizations that are large enough in terms of the number of employees can afford the allocation of a psychological service into a structural unit, more often the option of introducing psychologists into the personnel service (personnel service) is used. Accordingly, the subordination of psychologists depends on which structural unit they work in. A psychologist working in an organization (at an enterprise) must be competent in such areas as organizational psychology, labor psychology, engineering psychology, social psychology, communication psychology, and management psychology.

The activities of the psychological service can be implemented in the following areas:
- the personality of the employee and his attitude to work;
- structure, functions, dynamics of the organization's development;
- socio-psychological climate;
- causes and methods of conflict resolution;
- the process of introducing innovations - preparing employees and clients for their introduction;
- adaptation of newly arrived employees in the organizational conditions of a particular enterprise, acquaintance with the peculiarities of corporate culture;
- the personality of the leader and socio-psychological requirements for the personality and activities of leaders of various ranks;
- selection, placement and certification of personnel in organizations;
- organization of professional and socio-psychological training for employees;
- study of the needs, interests, norms, values, professionally important qualities of the organization's employees;
- the type and degree of employee satisfaction with their professional activities;
- ways (methods) to stimulate productivity and motivate professional activity.

2. Psychologists in organizations (at enterprises) work mainly on the issues of increasing the efficiency (productivity) of professional activity, taking into account the influence of various kinds of socio-psychological factors on the

efficiency and reliability of an employee. The tasks of a psychologist can be presented in three categories:

1. Work with personnel:
- assessment of personnel for the purpose of recruitment, certification and relocation (study and fixation of business, professional qualities, abilities);
- vocational guidance and counseling;
- social and psychological training of personnel and improvement of the qualification of employees;
- acceleration of the processes of adaptation of employees in the organization - interaction of the head with subordinates;
- introduction of a new employee into the course of affairs in the organization. The psychologist talks with the newcomer about the history of the company, about his role in the work performed, acquaints with the bosses, the traditions of the organization;
- solving issues of vocational training and improving the qualifications of employees. The psychologist decides who to teach (who needs what training), what to teach, how to teach, how to stimulate and evaluate the results of learning and its impact on labor efficiency;
- private psychological counseling of staff and managers.

2. Labor organization:
- certification of positions included in the staffing table (description of job duties, drawing up professiograms, job descriptions);
- study of working conditions, organization of workplaces;
- analysis of the employee's personality in the organization system (study of attitude to work, job satisfaction, motivation and incentives for labor, labor safety);
- improving the organization of work (reducing monotony, creating an aesthetic environment in the organization).

3. Organizational management and social planning:
- social and psychological support for the introduction of innovations and reorganization;
- the formation of group norms, morality, organizational culture;
- prevention and resolution of conflicts;
- control over the state of the social and psychological climate in the team, its improvement and improvement;
- creating a "team";
- increasing labor discipline;
- loyalty to the organization;
- assessment of the labor contribution of employees. The psychologist periodically evaluates the work of each employee and its compliance with the received wages. Typical points of assessment are: a) quality of work; b) the amount of work; c) the physical and moral and psychological reliability of the employee; d) the degree of trust deserved; e) a tendency to cooperate with the administration;

- development of means of maintaining discipline and effective methods of rewarding and punishing employees;

- participation in the analysis of complaints, mediation in negotiations between workers and trade unions with the administration, social and psychological support of the negotiation process in a conflict situation;

- participation in the organization of the communication system in the organization (selection and comparative assessment of various means of communication, analysis of the content and clarity of information);

- organization of entrepreneurial propaganda and advertising, study of market demand (marketing).

Lecture 9. Psychological practice in the education system
Lecture plan:
1. Psychological service in the education system
2. Psychological service in preschool institutions

1. Intensively developing practical psychology in the modern education system puts psychological service at the forefront. The psychological service is becoming an important component of the system of modern education, and the specialty - a practical educational psychologist (or teacher-psychologist) - becomes a mass one. Psychological and pedagogical support today is not just a sum of various methods of correctional and developmental work with children, but acts as a special culture of support and assistance to a child in solving problems of development, learning, and socialization.

The psychological education service, or school psychology, exists in many countries, covering the entire system of education and upbringing of a child - from preschool age to graduation.

The need for the functioning of the psychological service in the education system is determined by the need for educational institutions in such an organization of their activities that would ensure the development of individual characteristics and a creative attitude to the life of each student. The psychological service should contribute to increasing the effectiveness of educational work, the formation of a socially active personality. The employees of this service are obliged to be guided by the interests of the child and the tasks of his all-round and harmonious development.

The activities of the psychological education service should be aimed not only at diagnosing the characteristics of the personal and intellectual development of students, the psychological causes of disorders in teaching and upbringing, but above all at the prevention and elimination of such disorders.

The activities of the psychological service are carried out by specialists who have received general psychological and special psychological training in the field of child, developmental and educational psychology, psychodiagnostics,

psychocorrection, active methods of social and educational training and psychological counseling.

From the point of view of I. V. Dubrovina, the main tasks of the psychological education service are:

1) the implementation in work with children of opportunities, development reserves of each age;

2) the development of the individual characteristics of children - their interests, abilities, inclinations, feelings, relationships, hobbies, life plans;

3) the creation of a psychological climate favorable for the development of a child, which is determined by the organization of productive communication of children with peers and adults and the creation for each child of situations of success in those activities that are personally significant for him;

4) provision of timely psychological assistance and support to both children and their parents and teachers.

2. The psychological service in a preschool educational institution should provide assistance to teachers in solving the following tasks:

- protection and strengthening of physical, mental and psychological health, monitoring of the psychological and emotional well-being of children;

- psychological adaptation of children to kindergarten, prevention of maladjustment;

- creation of conditions that ensure positive socialization and development by the child of cultural norms, means and methods of activity, cultural patterns of behavior and communication with other people, adherence to the traditions of the family, society, the state through communication and cooperation with adults and peers, play, cognitive - research activities and other forms of activity;

- encouragement of creativity, development of abilities and creative potential of each child, taking into account his age and individual characteristics;

- creation of an educational developmental environment, including spatio-temporal (flexibility in organizing the daily routine, transformability of the subject-spatial environment), social (forms of cooperation and communication, the relationship of all participants in the educational process, including teachers, children, parents, administration, etc.) and working conditions (availability and variety of activities corresponding to the age characteristics of preschoolers, tasks of development and socialization);

- diagnostics of the dynamics of personal and cognitive development of a child and individual progress and achievements in development;

- the formation of the basic culture of preschoolers, the development of their communicative and moral qualities, initiative, independence and responsibility,

- diagnostics of the child's psychological readiness for school in order to identify children who require additional help in developing their ability to learn and in preventing learning difficulties;

- formation of prerequisites for educational activities;

- prevention of negative trends in the personal and mental development of children, behavioral and emotional disorders;

- correction of personal, mental, speech, communicative development; providing psychological assistance in overcoming fears and emotional disorders;

- prevention and correction of manifestations of aggressive behavior, hostility towards peers and adults;

- Consulting parents on the problems of development, education and upbringing of children;

-consulting teachers on the problems of upbringing and teaching children, taking into account their age, individual-typological and personal characteristics, assistance in developing an individual approach;

- psychological examination of the subject-spatial developmental educational environment of a preschool educational institution;

- psychological and pedagogical examination of games and toys, including computer games, used to develop the cognitive motivation of preschool children, and to minimize the risks of their maladjustment;

- educating parents in order to increase the level of psychological and pedagogical competence in relation to the age characteristics of the child, the conditions for organizing communication and cooperation, the optimal type of family education, the organization of the regime, etc.;

- advising parents on the choice of an educational institution (school) and a form of education;

- assistance in creating a favorable family microclimate, establishing relations between the child and brothers and sisters;

When organizing psychological and pedagogical support for children with with special psychophysical development two priority areas appear in the activities of a teacher-psychologist:

1.providing the motivational, cognitive and socio-behavioral readiness of a child for school education,

2. determination of the optimal educational route (or the choice of the recommended version of the educational program) on the basis of the diagnosed development option with an assessment of the main components of "school maturity"

Therefore, the significance of the result of psychological diagnostics increases, which, like the results of pedagogical diagnostics, are presented and discussed at the psychological, medical and pedagogical commission, which, in turn, can recommend one or another educational route for the child.

With the psychological and pedagogical support of gifted children, it is necessary to organize the educational process and its psychological support so that any individual characteristics that are ahead of development in a particular area are realized and developed in the educational process.

The main tasks in this direction are:

- satisfaction and development of broad cognitive and selective interests of the child,
- encouragement and development of the intellectual and creative abilities of pupils;
- formation of a holistic picture of the world and systems thinking;
- development of abilities for independent learning and knowledge of the world, including the development of research, general cognitive, meta-cognitive and project actions, the ability to self-regulation;
- development of creative, logical and critical thinking;
- teaching the skills of interaction and cooperation in joint educational and project-research activities.

Lecture 10. Psychological practice in the higher education system
Lecture plan:
1. Features of psychological practice in the higher education system.
2. Psychological service in the higher education system.

Basic concepts: psychotherapy, psychocorrection, psychological counseling, psycho-training, psychological education, personal growth practices, teaching practices.

1. Psychological services in the education system of developing countries have been developing successfully for a long time. However, the scientific rationale and organization of psychological services in each country is built in its own way. This is primarily due to the needs of education, the goals of education and personality formation, cultural, political, economic and other characteristics of each country. The directions of activity and priorities of the work of the psychological education service reflect, thus, the values of the society in which it functions.

Many researchers, psychologists and practicing teachers, noted that education in a higher educational institution is the most important stage in the socialization of youth, associated with the formation of a socially mature personality with its own worldview. The transition from schooling to studying at a university is associated with maladaptive tendencies in human life, as well as changes in value and semantic orientations among students associated with the need to adapt to new conditions: a new social environment, a new team, new requirements, new perspectives. This new situation, according to V.S. Kislova, requires young people to move to a different level of relations both with themselves and with other people.

Psychological activity in a higher educational institution has its own specifics.
• the university requires not a child psychologist, but a specialist who has the skills to work with various categories of adults, whose age varies from 17 to 60 years.

• in a higher educational institution there are certain features of psychological and pedagogical activity, due to the main target orientation of this process on the professionalization of young people.

• Students are one of the most vulnerable categories of the population of our society. The marginality of the status (no longer schoolchildren, not yet adults), material instability, the crisis stage of life affect the entire life of students.

• the priority areas of activity at the university is the "indirect" service, within which the psychologist works with curators, teachers and other employees and through them influences student youth.

2. The psychological service, in any organizational performance, must ensure the timely identification and maximum full use of their intellectual and personal potential in teaching and upbringing of students, existing inclinations, abilities, interests and inclinations. It should contribute to the formation of students' skills of independent thinking, critical thinking and the development of judgments based on moral values.

In the educational environment of the university, the psychological support service performs a dual task: psychological support for participants in the educational process, and assistance in increasing the psychological safety of the educational environment. Such an approach provides, on the one hand, the integrity of the system of psychological support, and on the other hand, expanding the possibilities of a person's competence-based choice of the path of life and self-development, contributes to the orientation of the individual in diverse life situations.

Functionally, the work of the psychological support service is divided into two main directions - situational and strategic. The situational direction is focused on solving urgent problems associated with certain difficulties in teaching and educating students. The strategic direction is aimed at the development, self-education of the personality and individuality of each student, at the formation of his psychological readiness for socialization, for a creative professional life in society. These two directions are inextricably linked: psychologists, solving strategic problems, constantly provide specific, relevant assistance to students and teachers in need of it.

The main goal of the functioning of the psychological service of the university is the psychological and pedagogical support of students in the process of obtaining higher education, the formation of students' psychological readiness for life self-determination, including the acquisition of personal and social identity.

The following areas of activity are distinguished:

• providing psychological support for participants in the educational process, the list of which includes students, faculty, university management, parents of students, administrative departments of the university, employers. The

context of this support includes the tasks of optimizing the educational process, including methodological assistance in the choice of methods and content of training, corresponding to the individual characteristics of students and the specifics of their perception;

• ensuring the psychological safety of the educational environment of the university;

• creation of conditions for practice-oriented teaching of students of the chosen specialty;

• accompaniment of adaptation processes of students, especially students in the first year;

• advisory support for students with specific psychological, pathopsychological or psychiatric difficulties;

• organization of psychological education of students, aimed at self-knowledge, the acquisition of psychological knowledge, skills and abilities necessary for obtaining a profession, the formation of the need for a healthy lifestyle, achievement of success.

The priority tasks of the psychological service of the university are:

• creation of social and psychological conditions for successful personal and professional development of a student;

• introduction of a personality-oriented approach in the educational process of higher educational institutions;

• development of cognitive, motivational, communicative and other types of students' readiness for professional activity;

• implementation of psychological and pedagogical analysis, forecasting and correction of difficulties associated with the personal, social and professional self-determination of students; conducting advisory and educational work among students, teachers, parents;

• assistance in self-education, self-education and self-realization (including professional) of students and teaching staff, in the development of self-awareness of future specialists.

The result of the work of the psychological support service will be an improvement in the psychological climate in academic groups, an increase in academic performance and motivation for professional and educational activities among students. Thus, the work of the psychological support service is aimed, firstly, at the development of the student's personality and, secondly, at improving the quality and effectiveness of the educational process, thereby contributing to the achievement of the goals and objectives facing Russian universities. The development and improvement of the system of psychological support for students will mitigate the adverse consequences of socio-economic crises, ensure the adaptation of young people to a full life in society and the effective use of psychological knowledge in the profession.

PRACTICAL AND SEMINARS

Seminar 10
Psychological practice in the health care system

I. Study theoretical material on the following questions:
1. Psychological service in the health care system in the Republic of Belarus.
2. Areas of practical activity of psychologists in the Republic of Belarus.
   II. Answer security questions:
1. What are the main functions of a psychologist in the health care system?
2. Describe the main areas of work of a psychologist in the health care system.
3. Describe the role of the psychologist in working directly with medical personnel.
4. What is the activity of a psychologist in resolving issues of psychosomatics?
5. Describe the role of the psychologist in solving mental health issues.
6. What are the main actions of a psychologist in addressing issues of psychoprophylaxis.
   III. Practical task:
   Find and describe the tasks of psychological services in health care system of your country. Describe the differences from the work of psychologists of the Belarusian health care system.

Seminar 11
Psychological practice in the transport system

I. Study theoretical material on the following questions:
1. Psychological service in the transport system in the Republic of Belarus.
2. Functions of psychologists in the transport system in the Republic of Belarus.
   II. Answer advancement questions:
1. Describe the conceptual strategy for ensuring flight safety (Ponomarenko V.A.).
2. What are the psychological and physiological foundations of the design, assessment and correction of the work and rest regime?
3. Describe unfavorable functional states (fatigue, overwork, monotony, mental satiety, stress, etc.), acute and chronic conditions.
4. What are the goals and methods of diagnostics of functional states.
5. What are the psychological technologies for the prevention and correction of unfavorable functional conditions?
   III. Practical task:
   Make ergonomic guidelines for organizing a transport operator's workplace with a laptop.

Seminar 12
Psychological practice in the preschool education system

I. Study theoretical material on the following questions:
1. Psychological service in the system of preschool education.
2. Functions of psychologists in the preschool education system.

II. Answer advancement questions:
1. Describe the organizational support of the psychological office in the preschool institution.
2. What are the main documents and methodological materials of a psychologist's office in a preschool education institution?
3. Describe the main methods and directions of work of a psychologist in an institution of preschool education.
4. What is the work to ensure, together with other specialists (teacher, speech therapist, pediatrician) and the family, the child's readiness to go to school?

III. Practical task:
Write down the main areas of psychological practice in preschool institutions in China (or the country in which you live).

Seminar 13
Psychological practice in the school system

I. Study theoretical material on the following questions:
1. Psychological service in the system of school education.
2. Functions of psychologists in the school system (primary school).
3. Functions of psychologists in the school system (secondary school)

II. Answer advancement questions:
1. Describe the organizational support of the psychological office in the school institution.
2. What are the main documents and methodological materials of a psychologist's office in a school institution.
3. Describe the main methods and directions of work of a psychologist in a school institution.
4. Conduct an analysis of the field of activity of a psychologist in accordance with the age group: what is the essence, specificity, general and differences.
5. What is the prevention work with other professionals (teacher, speech therapist, pediatrician) and the family of maladaptive behavior?

III. Practical task:
Offer classes (psychological exercises) with modern adolescents aimed at developing a culture of communication (culture of emotions).

Seminar 14
Psychological practice in the system of vocational education and colleges

I. Study theoretical material on the following questions:
1. Organization of the activities of the psychological service in a secondary specialized educational institution in the Republic of Belarus.
2. Functions of psychologists in vocational education.

II. Answer advancement questions:
1. What are the main documents and methodological materials of a psychologist's office in a secondary specialized educational institution
2. What are the main areas of activity of the psychological service in a secondary specialized educational institution.
3. Describe the organizational support of a psychological office in a secondary specialized educational institution.
4. Describe the main methods and directions of work of a psychologist in a secondary specialized educational institution.

III. Practical task:
Develop a social and pedagogical program for the education of modern youth, aimed at developing the ability to professional self-determination.

Seminar 15
Psychological practice in the higher education system

I. Study theoretical material on the following questions:
1. Organization of the psychological service in the higher education system.
2. Functions of psychologists in the higher education system.

II. Answer security questions:
1. Describe the goals and objectives of the psychological service in the higher education system
2. What are the main documents and methodological materials of the psychologist's office in the higher education system?
3. What are the main areas of activity of the psychological service in the higher education system.
4. Describe the main methods and directions of work of a psychologist in the higher education system.

III. Practical task:
Develop a social and pedagogical program to support professional self-development. Define its goals, content, technological support, criteria for evaluating effectiveness. Define its goals, content, technological support, criteria for evaluating effectiveness.

BASIC AND ADDITIONAL LITERATURE

Basic literature:

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CREDIT QUESTIONS

in the discipline "Actual trends of psychological practice"
Master's degree specialty 1-23 80 03 Psychology

1. Perspective directions of psychological practice in the Republic of Belarus an in the world.
2. Features of psychological practice in the system of moral and psychological support for the activities of power structures.
3. Features of psychological practice in the education system.
4. The role, goals, objectives and directions in the activities of the psychological education service.
5. Practical education psychologist: the content of the work; relations with the subjects of the pedagogical process.
6. Functions, rights and obligations of a practical educational psychologist. Principles of work organization.
7. The main activities of a practical child psychologist in an educational institution.
8. Psychological education as a type of work of a practical psychologist in an educational institution. Its specificity in educational institutions of different types.
9. Psychoprophylactic work of a practical psychologist in an educational institution.
10. Psychological consulting work of a practical psychologist in an educational institution.
11. Psychodiagnostic work of a practical psychologist in an educational institution.
12. Developing work of a practical psychologist in an educational institution.
13. Correctional work of a practical psychologist in an educational institution.
14. Scientific and methodological work of ат educational psychologist in an educational institution.
15. Organization of work of the psychological service in an educational institution (documentation, office).
16. Basics of psychological support for the natural development of a child.
17. Work of a practical psychologist with preschool children, their parents and educators.
18. The work of a practical psychologist with children of primary school age, their parents and teachers.
19. The work of a practical psychologist with adolescent children, their parents and teachers.
20. Work of a practical psychologist with high school students, their parents and teachers.
21. Features of psychological practice in centers of psychological assistance.
22. Features of psychological practice in clinical and other medical institutions.

Educational publication

ACTUAL TRENDS IN PSYCHOLOGICAL PRACTICE FOR THE SPECIALTY OF THE SECOND STAGE OF HIGHER EDUCATION 1-23 80 03 PSYCHOLOGY

Educational and methodical complex by academic discipline

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