Аннотация: статья представляет собой результат эмпирического исследования психологической компетентности учителя.
Ключевые слова: педагогическая деятельность учителя, психологическая компетентность учителя.

PSYCHOLOGICAL COMPETENCE IN THE STRUCTURE OF TEACHERS PROFESSIONAL COMPETENCE

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Chernova Olga, Grigorovich Lybov

Abstract: The article presents the results of the second phase of the empirical research on the research topic "Psychological-pedagogical conditions of formation of psychological competence of the teacher." The article theoretically conceptualized the structure of psychological activity of the teacher, the results of psychological experiment on the formation of psychological competence of teachers by means of additional professional education program "Psychological support of educational activities in the conditions of introduction of FGOS", it concludes.

Key words: psychology teacher, psychological competence of teachers, awareness, achievement, knowledge, affiliation, dominance, education, training.

As part of the Russian Humanitarian Scientific Fund Research Grant (Application № 15-06-10975) in 2015 the theme "Psycho-pedagogical conditions of formation of psychological competence of the teacher" began to be developed.

In 2015, the following tasks have been solved in the course of the pilot study: the concept of psychological competence of the teacher of modern school was theoretically comprehended, a model of psychological competence of teachers was built; the methods of diagnosis of the current level of psychological competence of teachers were worked out; a pilot empirical study was conducted and the actual level of psychological competence of teachers of Moscow schools was identified.

Theoretical understanding of the problem and the concept of psychological competence allowed formu...
lating the following conclusions. Despite the lack of uniformity in the definition of the phenomenon, the formation of psychological competence of teachers received its scientific basis and can be implemented in the educational practice of training teachers. It is necessary to determine the psychological competence of the teacher as an integral property of the individual which provides successful psychological activity of the teacher.

Modern conditions of teacher training in high schools is not quite up to the task of formation of psychological competence of the teacher at the institutional, essential, methodological and organizational levels.

Psycho-pedagogical conditions of psychological competence formation of the teacher, including cognitive, practical, and psychotherapy research component should be integrated.

The second aspect of the study was associated with the development of models of psychological competence of teachers and the development of the methodological basis of the current level of psychological competence.

For the pilot study empirical tests questionnaires Yu.M.Orlova - BA Sosnowski were used. To assess the psychological competence we developed tests of residual knowledge in psychology that included 100 questions: 20 - on General Psychology, 20 - Developmental Psychology, 20 - on Special Psychology, 20 - on educational psychology, 20 - on acmeology.

To assess methodological competence we developed questionnaire which provides quantitative assessment of psychological knowledge usage in the process of teaching. As a result of empirical data the following conclusions were formulated.

1. Psychological competence in its basis has a clear individual conditionality and differentiation. There are different types of teachers, among which it displays itself in different ways, and hence the ways and means of its formation are different.

2. Psychological competence seems to be uncoordinated, spontaneous and not deliberately formed mental formation, not integrated in the activities of the teacher. Psychological knowledge is not interiorized, and do not become a part of teaching experience or a part of a professional position and ideology of the teacher.

3. Besides, it appears that such significant professional characteristics as creativity, vitality are not integrated in any of symptomatic complex, i.e, teachers' professional development occurs to be random, spontaneous, not purposefully conducted, and therefore ineffective, unproductive, without the formation of significant professional growth skills, professionalism and experience.

4. Psychological knowledge is residual, not systematic, and doesn't integrate into the system of teacher professional activity and do not become the basis for the formation of a professional position of the teacher (the teacher as a psychologist).

5. Teachers do not see the psychological knowledge as a resource to achieve their results and improve the performance and professional development. However, on the other hand, psychological competence (if it is revealed) provides teacher satisfaction with professional activity.

6. The average teacher does not see and does not consider psychological knowledge significant in achieving educational goals, doesn't use psychology techniques in the educational process. The research continued in 2016 was devoted to empirical studies with a larger number of tastes and with the corrected set of methods and techniques. We conducted the psychological-pedagogical experiment on psychological competence formation of the teacher in special conditions of psychological learning.

In accordance to the results obtained in the empirical study in 2016 the following objectives were formulated:

- to comprehend the structure of the psychological activity of the teacher theoretically, to conduct psycho-pedagogical experiment on formation of psychological competence of teachers, to develop a conceptual basis of postgraduate professional educational course "Psychological support of educational activities in terms of implementation of the Federal State Educational Standard "and work out educational-methodological materials of postgraduate professional educational course " Psychological support of educational activities in the Federal State Educational Standard implementation conditions."

- Psychological activity of the teacher is a part of professional pedagogical activity aimed at psychological support of training and education of students.
The structural components of the psychological work of the teacher are:

1. Psycho-pedagogical diagnostics - the usage of psychological tools for quantitative research of cognitive processes, temporary mental formations, stable personality traits: temperament, character, consciousness, self-awareness, abilities, student's personality orientation. The ability of teachers to apply, use the results of psychological diagnosis, formulate a diagnosis request to the school psychologist allows the teacher taking into consideration the individual characteristics of students in educational practice more specifically.

2. Correctional activities presuppose application of technology in correctional work in the conditions of inclusive education and work with disabled children.

3. Educational activities presuppose application of psychological knowledge while working with parents.

4. Psychological educational activities presuppose taking into account the psychological laws of knowledge, skills formation, universal and specific competencies in training and education.

On the basis of the psychological work structure of the teacher the educational-methodological materials of postgraduate professional educational course "Psychological support of educational activities in the Federal State Educational Standard implementation conditions» was worked out.

We have set the task to form the following competences of the teacher: the ability to provide training and education taking into account social, age, psychophysical and individual features, including special education needs of students; ability of psychological and pedagogical support of the educational process; the ability to work out educational programs taking into account the psychological aspects of the knowledge and skills formation, universal educational activities demands of disabled children.

The expected results of the educational program can be formulated as follows: to know the age, typological, individual psychological characteristics of students, especially the development of higher mental functions in learning, psychological regularities in the formation of knowledge, skills, abilities, meta-subject skills; be able to describe psychological characteristics of the student with learning disabilities and without them, to analyze teaching materials, textbooks taking into account the psychological aspects of the assimilation of knowledge and skills; to design educational activities on the basis of psychological laws of formation of knowledge and skills.

Education during the postgraduate program was conducted on the basis of educational centers in Moscow and Moscow region. The participant's number of the psycho-pedagogical experiment (experimental group) is 100 teachers.

The results were compared to the results of the previous year research (the control group) - 100 teachers who were not trained in the program. The content of the program includes theoretical knowledge of age, special, correctional, educational psychology. A special feature of the program is the extensive use of practical psychological studies: analysis of textbooks and teaching guides, psychological characteristics of the student, psychological analysis of lessons, working out open lessons on the basis of psychological laws of formation of knowledge and skills, universal educational activities, analysis of the results of psychological diagnosis and working out individual educational trajectory of problem student.

After the program completion we organized a session of reflection. Teachers evaluated importance of the acquired skills for their professional activities. Each of the participants considered the work during education important, influencing and affecting the teacher's professional work, awareness and understanding, and increasing well-being and satisfaction with professional work.

In the ending part of educational program we conducted tests on the adjusted diagnostics already described above. The test parameters are as follows:

The attributes of achievement can be defined as the human desire to improve their results in the activity (compared with himself), and performs in the ability to distinguish the mismatch between the former and the present level of implementation of activities, the desire to obtain satisfaction by eliminating the mismatch between these levels. This mismatch stimulates teachers to achieve the next level.

The high level is characterized by the desire of self-improvement, success. A high level teacher is not satisfied by the previous results, by absence or lack of growth tendency, banality, and clichés in activities. In professional activity they are satisfied with the proposed textbook.

Symptoms of knowledge stage characterizes the human desire for novelty, to understand and to sys-
tematize own knowledge, to expand the experience and knowledge to the erudition, curiosity. The teacher, developing knowledge, as a rule is not satisfied with the proposed textbooks, trying to supplement it with additional material content.

Symptoms of cognitive growth are characterized by teachers’ desire to acquire new, to understand and systematize their knowledge, to widen experience, to perform erudition and curiosity.

The teacher in the level of cognitive growth is not satisfied with the teacher’s guide books; he tries to widen educational materials with additional content.

Symptoms of affiliation reflect the human tendency to dialogue and friendship, willingness to assist others and help in making himself sympathetic to others and a desire to understand them.

Symptoms of domination perform as an effort to influence others, to compete with others, to demonstrate leadership, to manage others in a very straight and direct way.

The Scale ratio induces the background of general mood of the person to the principal activity in the diagnosed period. This description of human activity in relation with conditions surrounding him. Four more methods of scale - satisfaction in achievement, knowledge, affiliation, dominance. They induce the states associated with the implementation of actual needs, the misbalance of the desired and actual levels.

This is a target state to which a person tends to show his activity. This scale is sensitive enough to reflect the degree of dissatisfaction with the work of teachers, lack of awareness and intelligence.

The developers of the questionnaire laid truthfulness scale that reflects the desire of a person to look better than he actually is the desire to exaggerate the positive test results.

In the context of the teachers study it induces a degree of social expectations of the individual, the desire to “coincide” with certain requirements on the part of society, the orientation in the life of the norms of the social group. This trend reflects the estimated representation of the subject of itself, of the communication partner, status in the relationship.

The criteria of psychological competence formation of teachers are the highest level of achievement as an ability and desire to improve their work, understanding and awareness of the content and techniques of psychological support of educational activity, a high level of knowledge as awareness of the importance of professional psychological knowledge in solving professional problems, the average level of dominance as the focus on personality who is not status related to the student, a high level of affiliation, as the capacity for personal interaction with the child, the high level of relations and loyalty to the profession.

As a result of the comparison and evaluation of the average values of the variables for the experimental and control groups according to the results of the study revealed significant differences in the structure and level of psychological competence of teachers, which manifested as follows.

1. The tendency to achieve, as the ability of the teacher to focus on the result of its activities, striving for perfection and innovation significantly increased. Psychological knowledge gives the teacher the opportunity to build educational activities, to design, regulate and monitor the results more consciously and intelligently on the psychological level.

2. Compared with the control group, significant differences emerged in the need for cognition of psychological knowledge and work improvement.

3. The attitude of the teacher to his professional activities, job satisfaction, loyalty to their school and community significantly improved.

4. Compared with the control group, the experimental group of teachers almost does not display social desirability and status in relations with students and colleagues. This is manifested in the fact that they are now more inclined to express and exercise, most related to the child, rather than an assessment.

5. Significant differences are displayed in the degree of satisfaction of basic motivational structures that may be due to awareness of the ability to use psychological knowledge to control and self-control in their professional activities.

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