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**CORRECTION OF NEGATIVE MENTAL
STATES IN THE TRAINING OF PRIMARY
SCHOOL TEACHERS**

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Arising in training mental conditions are a reflection of those situations that take place in the learning process of the student, on the one hand, and university teachers in pedagogical activity - on the other.

In accordance with the studies of the influence of traumatic mental states on the effectiveness of learning activities students (A.V. Koteneva) every third student suffers from a reduced level of mood, experiences violation in the field of psychosomatic (insomnia, nervous system excitability, loss of emotional control, difficulty concentrating) and is characterized by a desire to get away from their emotions and solutions remaining after injury problems.

N.V. Basova emphasizes that mental and physical health of students is directly dependent on the structure of the educational process. However, the negative emotions are most often caused by: adaptation difficulties, changes in the social environment, the beginning of vocational training; transition to other faculty as a result of professional reorientation; completion of their studies and preparation for self-employment; mismatch level requirements for high school students basic training; authoritarianism of teacher, mental, emotional stress, increase of neuroticism during tests and examinations; excessively large amount of information, lack of time, a decrease in the level of motivation to learn because of dissatisfaction teaching methods; conflict situations with the teacher and educational support staff, etc.

Consequently, when the restructuring of educational technologies, we need to include in the educational process such interactions which are not complicated to students learning activities, and helped to experience life collisions without adverse health effects.

Learning theory is developed deeply in the Russian pedagogy and psychology (A.M. Arsenyev, S.I. Archangel, B.N. Beshpal'ko, L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, A.A. Derkach, T.A. Ilina, F.F. Korolev, T.V. Kudryavtsev, N.V. Kuzmina, A.N. Leontiev, A.N. Matyushkin, M.I. Makhmutov, L.I. Novikova, S.L. Rubinstein, N.F. Talyzina etc.). In particular N.V. Kuzmina developed a functional model of technological professional activities which may be understood as a universal model for all professional activities (according to A.P. Sitnikov) [4, 173].

Learning is often characterized by an explicit mastery, ie procedural knowledge related directly to professional skills, a sense of purpose in proceeding [4]. Traditional forms

of learning is often limited to the organization of the transfer of subject information, are characterized by low degree of efficiency in terms of transmission and formation of student's skills [3]. For example V.S. Dudchenko and V.N. Makarevich evaluated efficiency coefficient of the study lecture mode as 5% [1, 276].

The aim of our study was to increase the transmission efficiency of professional skills to students by correcting of their mental states.

This correction was carried out in the conditions of the educational process and focused mainly on the holding of seminars in the form of socio-psychological training. Detailed study of the lecture material and improving of overall mental background occurred at such seminars.

Theoretical substantiation of social and psychological training as an integrated system is an achievement of social psychology (L.A. Petrovskaya), acmeology (N.V. Kuzmina) and didactics (G.D. Kirillova).

The main task of the social and psychological training is understood as the formation of interpersonal component of professional activities, as the developing individual psychodynamic properties and formation of social skills by Russian experts [4, 165]. Kolodych E.N. and Pavlova N.M. consider the social and psychological training as "mainstream, providing a general effect on personality, creates optimal conditions for the regulation of the whole organism and also contributes to emotional stability of students" [2, 365].

Within our correctional activities the practical didactics put to the fore the problem understanding by students their individual self-correcting mechanisms of mental states through various psychotechnics (eg, auditory training, psycho regulatory training, etc.). Participation in seminars as a social and psychological training not just stimulated the cognitive interest of students to their own mental world and the practical application of acquired during the lectures, but also contributed to the self-study of students to the knowledge on the subject. At the same training course was constructed by the following scheme: from lecture preparation for correctional training exercises, followed by analysis of real situations that occur during exercise, and re-return to the theory.

Practiced by us as the main methodological technique analysis of real situations is the link between the educational and correctional training aspects of seminars. The combination of educational and correctional training work allowed to provide scientifically based selection of methods and the content material in a consistent development of targeted programs for active learning in order to correct the negative mental states of students of pedagogical faculty.

In accordance with the received scientific and methodological basis we formed lecture and seminar material for the course "Educational Psychology", "Psychology of work", "Pedagogical technology", "Psychological and Pedagogical Workshop."

Seminars on courses have been developed in the form of social and psychological training.

The seminar program included the following steps:

- 1) the selection and understanding of the specific requirements that apply to primary school teachers;
- 2) representation of the model of pedagogical process or form of communicative impact;
- 3) demonstration of effective patterns of behavior;
- 4) Presentation of hypothetical models of mental regulatory mechanisms (including self-correction), defining an effective pattern or form of behavior;
- 5) Comparison of existing and predicted (ideal) in the behavior of students.

Thus correction of mental states of primary school teachers is expressed in the relevant purpose of the study selection of exercises reducing personal psychic tension, and aimed at:

- 1) resolution of personal problems, elimination of stresses, self-correction;
- 2) mood enhancement, decreased fatigue, self-expression, reduced emotional tension in the group;
- 3) the development of empathic experiences, projective expression of your Self, empathy compassion training;
- 4) the formation and development of observational sensitivity, decoding the mental state of another person;
- 5) training of confident behavior when working with students;
- 6) improving professional collaboration;
- 7) awareness of their role in the group and the formation of the desired model of behavior, strengthening group solidarity;
- 8) The development of imagination, creativity, flexibility and originality of thought.

To test the effectiveness of correctional activities we took control group (60 people), which included 46 women and 14 men aged between 18 to 22 years. All participants were students of 3-5 courses of pedagogical faculty of Ulyanovsk State Pedagogical University named after I.N. Ulyanov. Following results were obtained for trainees:

- 1) significantly reduced the level of reactive personal anxiety: high from 9% to 1%, moderate in 37% to 20%, the lowest responsive anxiety was 79% (previously 54%);

2) significantly reduced the level of personal anxiety: high from 56% to 44%, moderate from 41% to 32%, low trait anxiety was 24% (previously 3%);

3) increased the positive dynamics of health, activity and mood of trainees to the SAN method: 34.5% - favorable SAN (previously 24.5%), 25.5% - SAN above average (previously 20.5%), 23.5 % - SAN below average (previously 30.5%), 16.5% - adverse SAN (previously - 24.5%);

4) significantly improved satisfaction scores of study among students: 48% are satisfied with their studies (previously 20%), 36% - not quite satisfied (previously 58%), 16% - have not met (previously 22%);

5) increased the level of skills of trainees, 34% have high skills (previously 11%), 45.5% - average skills (previously 36%), 13% - below average skills level (previously 37%), 7, 5% - low skills (previously - 16%).

Thus the findings suggest the need for correction of mental states in the process of training of primary school teachers, because as a result of correctional activities in more complete assimilation of educational material, mastering specific professional knowledge and skills, which is achieved through the analysis of real situations by teachers, play them in the social and psychological trainings and other creative assignments.

References:

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