DEVELOPMENT OF STUDENTS’ REFLECTIVE AND PERCEPTUAL ABILITIES AND SKILLS AT PEDAGOGICAL UNIVERSITIES

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РАЗВИТИЕ РЕФЛЕКСИВНЫХ И ПЕРЦЕПТИВНЫХ СПОСОБНОСТЕЙ И УМЕНИЙ СТУДЕНТОВ ПЕДАГОГИЧЕСКОГО ВУЗА

Annotation. The article reveals the contents of such concepts as «perceptual pedagogical abilities» and «reflective and perceptual pedagogical abilities and skills», presents work experience on the development of preservice teachers’ reflective and perceptual abilities and skills.

Annotation. В статье раскрывается содержание понятий «перцептивные педагогические способности» и «рефлексивно-перцептивные педагогические способности и умения», представлен опыт работы по развитию рефлексивно-перцептивных способностей и умений будущих педагогов.

Key words: hardship, children and adolescents from deprived backgrounds, support in difficult life situations, reflective and perceptual pedagogical abilities and skills, film training, emotional stability training, case method, business game.

Ключевые слова: трудная жизненная ситуация, дети и подростки, находящиеся в трудной жизненной ситуации, поддержка в трудных жизненных ситуациях, рефлексивные и перцептивные педагогические способности и умения, кинотренинг, тренинг эмоциональной устойчивости, кейс-метод, деловая игра.

Nowadays, the need for effective support for children and adolescents from deprived backgrounds causes no doubt. Work with such children is based on reflective and perceptual pedagogical abilities and skills, and their high developmental level allows to establish psychological contact with children and teenagers, create conditions for their positive mental and personal development, as well as for successful socialization.

Let us define such concepts as «perceptual pedagogical abilities», «reflective and perceptual pedagogical abilities» and «reflective and perceptual pedagogical skills». In national psychology, A. A. Bodalev, N. I. Shevandrin, G. A. Kovalev, N. V. Kuz’mina, V. I. Zhuravlev, D. A. Belukhin, A. A. Rean, V. A. Krutetskiy and many others dealt with this problem. Thus, V. A. Krutetskiy considers perceptual pedagogical abilities as those to penetrate into the inner world of a student. Psychological observation, he believes, is connected with a subtle understanding of the student’s personality and their mental state. «A capable teacher, educator by insignificant signs, small external manifestations, captures the slightest changes in the student’s internal state» [2, p. 294-299].

This definition of perceptual pedagogical abilities, shows that they include the teacher’s personal qualities. These qualities are revealed through certain actions and skills. Therefore, for their effective development there is the necessity for reflection of their personal qualities, development of skills related to attention, empathy and understanding of another person. Thus, in order to learn how to understand another person, a teacher must first learn to understand themselves, recognize their own feelings and experiences, evaluate their own mental state.

Reflective and perceptual pedagogical abilities were first distinguished by N.V. Kuzmina [4]. She connects these abilities with the specific teacher’s sensitivity to their own personality and to the student’s personality. It is believed that the effectiveness of the teacher’s perception of themselves and the personality of another person depends on this.

The author identifies three types of sensitivity: a sense of the object, a sense of proportion or delicacy, and a sense of participation. The sense of the object is the extent to which the students’ interests and needs «coincide» with pedagogical requirements. A sense of proportion or delicacy is manifested in sensitivity to changes occurring in the students’ personality and activity when affected by various means of pedagogical influence. A sense of participation is considered as an assessment of the strengths and weaknesses of one’s own activities and personality, manifested in relationships with students. These types of sensitivity provide the formation of pedagogical intuition. It can be «good» (helping to solve pedagogical problems) or «bad» (suggesting wrong decisions) [3].

A. A. Rean distinguishes between reflective and perceptual abilities and reflective and perceptual skills [5]. To the reflective and perceptual skills, he refers the teacher’s ability to take into account their own individual psychological characteristics, adequately assess their mental state, and also provide a versatile perception and adequate knowledge of the student’s personality.

Each teacher should be able to adequately assess the state of the child according to the features of their behavior and facial expressions, determine the nature of the experiences, their involvement in certain events. But a teacher working with children and adolescents from deprived backgrounds should be able to identify typical signs of participation in such situations and emotional distress in the child’s behavior. To do this, he can compare the child with other children in similar circumstances. Extremely important is the accuracy of assessing the state of another, the ability to make adjustments to the characteristics of one’s perception, and to resist common stereotypes of social perception.

Thus, for example, from the point of view of everyday psychology, a child, a victim of bullying, should be sad, behave «well». If the child laughs or is
naughty – this is proof that everything is all right with them. But this is not true in terms of science. A child showing fun can be deeply unhappy. In clinical psychology there is a term «latent depression» or «depression without depression».

The development of the above mentioned reflective and perceptual abilities and skills is especially effective when mastering the discipline «Support of children and adolescents from deprived backgrounds».

Work with students is carried out in three main areas:

1. The developing the cognitive component of reflective and perceptual abilities and skills (the ability to structure knowledge about a problem: information about the student’s individual psychological characteristics and the situation in which they find themselves);

2. The developing the perceptual component of reflective and perceptual abilities and skills (the ability to penetrate into the child or adolescent’s inner world, perceive, evaluate and interpret the features of their behavior and reveal certain feelings to them);

3. The developing the reflective component of reflective and perceptual abilities and skills (the ability to analyze your own experiences and the facts, observations, on the basis of which you made the conclusions about the child or adolescent’s condition).

The complexity of developing students’ reflective and perceptual abilities and skills in relation to children from deprived backgrounds lies in the poverty of their life experience, limited by their own impressions and emotions. To overcome this difficulty, we use a variety of interactive methods, including those based on a polysubjective approach, and we also make heavy use of fiction and cinematography to expand the range of ideas.

Let us consider the specific methods we use to develop students' reflective and perceptual pedagogical abilities and skills.

The first section of our program is devoted to the study of the theoretical and methodological foundations of the psychological and pedagogical support of children and adolescents in difficult life situations. We introduce students to various forms of family dysfunction, most significant for the child’s life and the psychological characteristics of children and adolescents in difficult situations. For this, film training is used – watching and discussing feature films of a certain subject. For example, the films «Serezha» (dir. G. Danelia, I. Talankin; 1960), «Republic of ShKID» (dir. G.I. Poloka; 1966), «Boys» (dir. D. Asanova; 1983), «Who, if not us»(dir. V. Priemyhov; 1999), «Bury me behind the plinth» (dir. S. Snezhkin; 2009), «Dislike» (dir. A. Zvyagintsev; 2017), «Capernaum» (dir. N. Labaki; 2018) and others.

Film training is based on theoretical foundations of cinematherapy [1]. In working with a group of students, the emphasis is made on penetrating the experiences of the film characters and the collective condemnation of behavioral features that reveal their feelings.

Film training includes several stages. At the first stage, the students are called a film and given the following instruction: «Now we will be watching a film with you. Try to watch it carefully in order to understand how the behavior and actions of people affect their lives and the lives of those around them ... We cannot understand the feelings and thoughts of people otherwise than through their external manifestations, that is, through behavior. It is necessary to be attentive to how the film’s heroes act and behave» [1, p. 86]. While watching, it is suggested to keep records. At the second stage, a discussion is held, during it students express their opinion on the motives of behavior, experiences and feelings of the film characters.

Thus, film training, as a group work method, allows you to solve the following problems:

1. Develops students’ emotional competence and empathy. In the process of discussing the film, they learn to understand the behavior of children and adolescents better, taking into account their age and individual typological characteristics.

2. Develops reflection through introspection and self-knowledge, mediated by film situations.

3. Develops the participants’ social competence, expands the repertoire of life situations through discussing the content of the film, and the psychological causes of the situations. By analyzing these situations, students test their theoretical knowledge.

4. Develops skills to solve life problems when discussing possible options for interactions in situations similar to those presented in the film.

When studying the section «Algorithm of the specialists’ activities to support children and adolescents from deprived backgrounds or at social risk», case study is widely used. To automate the ways of solving pedagogical problems, we offer cases based on real life experience presented in scientific sources. Cases are analyzed both in pairs and in small groups, and their results are presented at seminars and discussed with the teacher.

Let us give an example of a case on the topic «Algorithm of the specialists’ activities to support a disabled child»:

“Sasha I.’s mother (grade 7, a disabled child) asked for help: the boy does not listen to her at all, when coming from school, he throws his bag and leaves, was noticed stealing, attends night discos for adults, and maintains relations with older friends.

Activities: 1. Mother was consulted (to find a way out of this situation). 2. A discussion was held in the classroom on the topic «Personality and Behavior». 3. Mother was recommended to get advice from a practical psychologist.

Results: significant changes did not occur, mom refused to consult a psychologist, and Sasha’s behavior deteriorated even more, he began to disrupt lessons, miss them, deceive parents and teachers.

Activities: 1. Sasha was consulted. 2. A training «Ability to live among people» was held in the class. 3.
The elective «The individual’s self-awareness and self-esteem» was held.

Additional activities: a conversation with Sasha (about the situation in the family), establishing daily monitoring of Sasha’s attendance, asked the district inspector for minors for help (due to the lack of a local police officer), and organized a preventive trip for Sasha and other children to the Morozov colony as «an excursion».

Results: 1. Sasha’s behavior pattern has changed somewhat (significantly fewer comments on the behavior in the disciplinary diary). 2. There are practically no gaps in classes.

The content of further work: 1. To offer mother (repeatedly) to ask a psychologist for advice. 2. Conduct a training in the class «Being confident is great!». 3. Help the boy in mastering the computer [6, p. 106].

In addition to the methods presented above, in our work we make heavy use of educational business games. For example, when studying the section «Fundamentals of emergency psychological assistance to children and adolescents in difficult life situations and crisis counseling», students are offered the game «Children’s helpline». The characters in this game are the «client» and the «helpline specialist» or «consultant». The «client» needs in advance, drawing on scientific and fiction literature, as well as popular science and feature films, to prepare and describe a specific life situation that causes difficulty, and then present the appropriate complaints to the «helpline specialist». This allows them to «try on» the problems of a child or adolescent from deprived backgrounds, and update their own associations and experiences. The «Consultant», in turn, must simulate a conversation in which psychological assistance is provided.

Another interactive technique that has been successfully used to study this section is the training of emotional stability. During the training, technologies are developed to work with anger, aggression, hysteria, guilt, fear and anxiety, depression, grief, etc. Students get the skill to work with their own problems, learn how to do reflective listening, model the expression of negative emotions by children of different ages, children’s parents experiencing a crisis. Thus, preserve teachers get the skill to constructively overcome children, adolescents and their parents’ crisis states.

In the capacity of a creative work, which is widely used in the study of the sections «Content of the specialists’ activities to support children and adolescents from deprived backgrounds or at social risk» and «Modern technologies of psychological and pedagogical support of children and adolescents in difficult life situations», students are proposed to write an essay or a reference paper, to prepare a report or presentation on the topic that touched them. This reinforces and develops the cognitive component of reflective and perceptual abilities and skills, as well as the students’ analytical abilities.

Thus, the use of the above mentioned interactive methods will contribute to the development of students’ reflective and perceptual abilities and skills, personal growth of future specialists, increase their stress resistance, social and emotional competence. As a result, we will be able to prepare future specialists more effectively in order to solve the problems of comprehensive support for children and adolescents and create conditions for their mental and personal development, and successful socialization.

Bibliography:

1 Author’s note: Omsk educational colony of the Office of the Federal Penitentiary Service of Russia in the Omsk Region for juvenile delinquents