

Work Experience of the Psychological Diagnosis and Training Technologies Center "Insight"

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ABSTRACT

The article is devoted to the disclosure of the work of the Psychological Diagnosis and Training Technologies Center "Insight". An analysis of the work of the center's specialists in the conditions of quarantine restrictions, conducting professional diagnostics, webinars, and trainings to help high school students professionally self-determine is performed. It is noted that the provision of online services is a promising area of the center in terms of distance learning. Given the requests of concerned parties for career guidance diagnosis, acquisition of skills necessary for testing, understanding their own emotions and managing emotional state, the center can work effectively remotely in quarantine as well as in the usual mode.

Keywords: Center, Activity, Social and Psychological Readiness, Diagnosing, Entrant, Training Technologies

INTRODUCTION

Nowadays, modern adolescents mostly choose their future profession randomly, chaotically. At the present stage of reforming the education system to solve a number of practical problems, it is important to answer two interrelated questions: first, how successfully modern high school performs a developmental function and, secondly, the extent to which high school students are socially and psychologically ready for

admission and study in higher education institutions in the personal plan. We are talking about social and psychological readiness, including for the preparation of external independent evaluation. According to experts of the Ukrainian Center for Educational Quality Assessment, the main factor in unsatisfactory passing the external evaluation is the low level of mental readiness, which is characterized by the mobilization of resources of the subject of labor for operational or long-term performance of a specific activity or task.

RESEARCH METHODS

In order to solve the tasks, the following research methods were used: theoretical methods— analysis of psychological and pedagogical sources on the researched issues, generalization and systematization of data on training; empirical methods— questionnaires.

RESULTS

The Psychological Diagnosis and Training Technologies Center "Insight" was founded on the basis of the Faculty of Social and Psychological Education of Pavlo Tychyna Uman State Pedagogical University in 2014. The main tasks of the center are the implementation of scientific-diagnostic, pedagogical, career guidance and educational activities. The article objective is to reveal the features of the Psychological Diagnosis and Training Technologies Center "Insight".

Comparing the possibility of choosing a profession in the 10th-11th grades a few years ago, today there is a need to start work on the definition of the future profession from the 9th grade. This is primarily due to the reform and modernization of education in Ukraine. In particular, it is from the 9th grade that motivated adolescents begin preparation for external independent assessment (EIA), so it is important at this stage to focus on which profile subjects to carry out thorough training. And here, centers that provide counseling services, diagnostics for professional self-determination are extremely appropriate.

The history of the development of elements of career guidance began during the development of the large machine industry, during the development of capitalism, as this period is characterized by increasing production processes, increasing the role of specialization and professionalization of labor, and the need for training a large number of workers. It is during this period that there is a need for labor, training of people, their division into different labor operations according to the individual characteristics and abilities of each person. The founder of the scientific study of individual characteristics is the English scientist Francis Galton. At the turn of the XIX-XX centuries due to the expansion of human rights and freedoms, raising the level of education, career guidance services were established. Services provided assistance to people in choosing a profession, along with the advice of parents, friends, employers provided a special, special service - counseling.

The formation of career guidance is associated with the appearance of the first career guidance office in Strasbourg in 1903 and the bureau of career guidance for young people, which was opened in January 1908 in Boston (USA). Subsequently, a similar office was opened in New York. Its tasks included the study of the requirements for a

person in different professions and a more detailed knowledge of the abilities of students. The office actively cooperated with teachers, using tests and questionnaires. The experience of these bureaus quickly became popular in the United States, Spain, Finland, Switzerland, Czechoslovakia and other countries.

The work of the first career guidance services was based on Parsons' trait-factor theory when applicants for a profession show abilities and psychological qualities, they are correlated with the requirements for an employee of a profession, and on this basis provided recommendations on suitability or unsuitability of a person for this profession. The founder of professional counseling was a prominent American sociologist F. Parsons. In Russia, career guidance activities began in the early twentieth century in the Pedagogical Museum. It conducted research on the reasons for choosing professions by students from different types of schools. Even before the opening of career guidance services, in St. Petersburg, Professor N. Kireev helped young people free of charge in choosing a faculty and specialization at the university. Later, M.A. Rybnikov and N.A. Rybnikov developed this initiative further, and transferred it to schools and gymnasiums. The history of the professional orientation development system in the USSR is conventionally divided into four main stages:

Stage I: the beginning of the 1920's - the end of the 1930's - the origin and formation, the search for forms and methods of career guidance, awareness of experimental and practical material.

Stage II: late 1930's - late 1950's - "episodic" operation. Practical departure from the problem of professional orientation, insignificant participation of scientists and specialists in their solution.

Stage III: the beginning of the 1960's - the beginning of the 1980's - active search in solving the problems of professional orientation, increased attention of party and state bodies to this problem. The work was carried out in two directions: 1) development of the theoretical foundations of the Soviet system of vocational guidance; 2) practical implementation of theoretical provisions by creating a system of vocational guidance.

Stage IV: from 1984 to the present - theoretical and organizational and methodological support for the development of the civil service of professional orientation.

Ukraine has inherited a cumbersome, poorly managed career guidance structure. The positive experience of the past 1920-30s and 1960-70s has become unnecessary. This experience has shown us that it is not the career guidance of words and promises that takes root and lives, but the career guidance of deeds and benefits, which has a positive effect on the professional formation, realization and development of the personality (Ostrianko, 2017).

The Psychological Diagnosis and Training Technologies Center "Insight" successfully operates at the Faculty of Social and Psychological Education, Pavlo Tychyna Uman State Pedagogical University. Computer-based diagnostics is based on the Cattell Test (16 RF-questionnaire) - universal, practical, provides multifaceted information about the individual. It contains 105 questions. The study time ranges from 20 to 50 minutes. The technique can be applied to any group, and individually, both in the block with other techniques, and independently. The age of the person under study is 14 years (Kravchenko, Shelenkova, Mishchenko, Boichevska, 2021).

Diagnosis includes three blocks: block "Professional interests", block "Personal characteristics" ("rigidity-sensuality", "relaxation-tension", "practicality-developed attention", "closeness-sociability", "emotional stability-emotional instability",

"Restraint-expressiveness") and block "Intellectual sphere "(level of intelligence) (Kravchenko, Shelenkova, Mishchenko, Boichevska, 2021).

In 2019, 219 schoolchildren underwent computerized diagnostics, 82 of whom later successfully passed an external independent assessment and entered higher education institutions in the specialty that was singled out during the analysis of professional diagnosis. It was found that out of 82 people, 24 people chose the profession of "Human-Human", 12 people of the profession "Human-Technician", 19 people of the profession "Human-Sign System", 22 people chose the profession of "Human-artistic image", 5 people chose the profession "Human-nature".

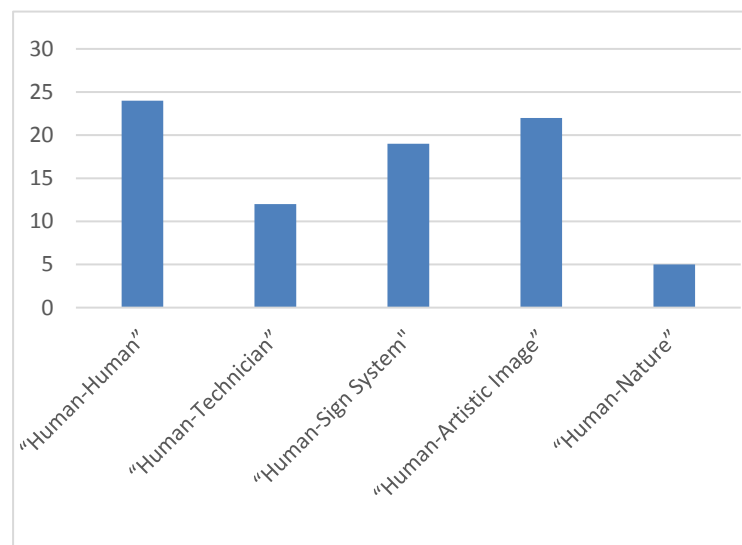


Fig.1 ("Human-Human"; "Human-Technician"; "Human-Sign System"; "Human-Artistic Image"; "Human-Nature")

The activity of the center is characterized by its dynamism and focus on current issues of today, extending to various areas of social life of the faculty, expanding the range of mastery of practical skills of future professionals. This is an innovative innovation of recent years - the active work of graduate students, graduate students of the Faculty of Specialties 053 Psychology, 231 Social Work. For students, the activity in this center gives the opportunity to master the theoretical knowledge to realize their research potential, work on the formation of personal and professional competence, realizing their own social significance of the chosen profession.

The center has several main vectors of activity, which are aimed at students, professionals in the pedagogical, psychological and social spheres, future entrants, parents of graduates, cooperation between the center and the department of career guidance and university training. The center has become a platform for the creation and successful operation of the "Studio of a successful entrant" (Shelenkova, Mishchenko, Polishchuk, 2019). Admission to the university requires an external independent evaluation. Good preparation of a graduate in subject disciplines is not a guarantee of successful passing the test. The results of research by the Ukrainian Center for Educational Quality Assessment indicate that most graduates are psychologically

unprepared. In order for the entrant to feel confident during the external independent evaluation, he needs not only the baggage of knowledge, but also special socio-psychological training.

The purpose of the study is to provide professional orientation, increase the level of social and psychological competence of graduates and create favorable conditions for comprehensive personal development. Classes are aimed at strengthening mental health, professional self-determination and self-realization of the individual, learn to rationally allocate their time, control their emotions, how to deal with conflicts.

The center has become a research platform for graduate students, young scientists. In particular, in 2020, experiencing new experiences on a global scale, quarantine restrictions, the provision of online services was organized. Training on stress resistance before external independent assessment (EIA), computer diagnostics of professional inclinations and interests, developed a methodological workshop for the development of emotional intelligence for participants in the program of personal and professional development "State of Uman, 2020" and webinar "Peculiarities of preparing high school students for EIA". External independent assessment has a number of features that can cause various difficulties in high school students, including psychological. Psychological readiness for the situation of testing knowledge is not only the graduate's knowledge of educational material, but also the psychological state of the student. For successful training, it is important to consolidate the efforts of students, parents and teachers of the educational institution.

Everyone is well aware of the fact that the effectiveness of mental activity is greatly influenced by the emotional state of a person. Since the assessment of students' knowledge through external independent testing is not an everyday phenomenon in life, the preparation of external independent assessment seems to be difficult and at the same time inevitable.

Difficulties arising during the preparation of an external independent evaluation:

Cognitive – lack of knowledge, insufficient level of skills to work with test tasks, inability to operate with a system of educational concepts of the subject, the content of educational material. These difficulties are related to the effectiveness of training.

Personal – inadequate self-esteem, pace of activity, specificity of thinking, increased level of anxiety, which leads to disorganization of activity, decreased concentration and efficiency.

Procedural – insufficient familiarity with the testing procedure. The above was a prerequisite for the development and holding of the webinar "Peculiarities of preparing high school students for external evaluation".

Based on the results of research of the Ukrainian Center for Educational Quality Assessment, the staff of the center developed recommendations for high school students on how to quickly cope with the test in a tense examination atmosphere:

1. Start preparing for testing in advance.
2. Revise all the educational material.
3. Use textbooks and manuals recommended by the Ministry of Education and Science of Ukraine.
4. Before the official testing, you should try to pass as many published tests as possible - just for the sake of testing.
5. Hurry up! Train with a stopwatch in hand. Note the time of the tests, reduce it. Without the limitations that force you to work as fast as possible, without simulating a competitive situation, it is impossible to overcome the stress caused by any testing.

6. Follow all the recommendations on how to solve a particular task or test in general. For example, you should not re-read an incomprehensible instruction twice, but you should immediately look at the answer options. You will understand exactly what to do.

7. Skip it! You need to learn to skip difficult or incomprehensible tasks.

Remember: there will always be questions in the test that you will definitely be able to handle. It's just unwise not to get points because of insecurity.

For the program of personal and professional development "State-minded person Uman, 2020" a methodical workshop for the development of emotional intelligence was developed, as well as training aimed at developing emotional competence, improving skills of regulating their behavior and activities through awareness of their emotions and feelings, and improving communication skills, through a deeper understanding of the nature of other people's emotions and feelings (Matiikiv, 2012). The developed training "Emotional Intelligence" is based on the most famous study of the phenomenon of emotional intelligence, which was made by psychologist and journalist of NewYorkTimes Daniel Goleman. His bestseller "Emotional Intelligence" was published in 1995 (Goulman, 2018).

Goleman defines EQ as "the ability to be aware of one's own emotions and the emotions of others in order to motivate oneself and others and to manage one's emotions well with oneself and when interacting with others". The author proves that the most successful and effective are those who know how to combine emotions and intellect:

- Self-control;
- Self-awareness;
- Empathy;
- Relationship skills (Goulman, 2018).

Emotional intelligence (EQ) includes four basic components:

1. Self-awareness - analysis of one's own emotional state, understanding the influence of emotions on decision-making; adequate assessment of one's abilities; development of intuition.
2. Control of emotions - openness to others, own principles and values; positive assessment of the situation, desire and ability to find solutions in difficult situations.
3. Emotional sensitivity - the ability to listen to other people's feelings, the ability to understand other people's needs.
4. Managing other people's emotions - the ability to sell an idea, draw a fascinating picture of the future; ability to prevent and manage conflicts.

Participants of the program of personal and professional development "State-minded person Uman, 2020" were offered to undergo self-diagnosis "Can you control yourself?" to determine low, medium or high communicative control, as well as various exercises aimed at deepening emotional self-awareness through metaphors, formation interest in emotional experiences, emphasize the importance of intonation in the communication process, the usefulness and harmfulness of emotions, formulate plans for the future based on knowledge. Here is an example of one of the exercises. The "Reframing" exercise includes a method that allows you to change a person's point of view to another, even the opposite (change the framework of perception). Find the other side in the situation, more positive. For example, when training on days when you could work and earn money, people think, "Instead of making money, we now spend time studying." A methodical workshop for the development of emotional intelligence is a kind of table

book for a person who seeks to understand their feelings, learn to enjoy life, navigate their feelings and avoid problems.

The manual contains several sections: **Section 1** “Learning to monitor your emotional state”. A person achieves a goal only when he sees where to go and understands what is happening around. He who does not know his emotional world goes through life with his eyes closed. **Section 2** is entitled “Managing Emotions”. Sometimes our emotions are like a tiger that escaped from the circus: it is uncontrollable, so it can scare and injure others (and even suffer itself). How to learn to control your reactions? **Section 3** is entitled “Understanding our inner motives”. The “heart” of emotional intelligence is our own motivation. The rule is simple: if you do not know what you want yourself, you cannot motivate others (employee, child, loved one). **Section 4** is “Developing empathy”. Empathy is the ability to notice and properly assess the emotions of others. Everyone faced empathy (and its insufficiency).

There are 3 levels of empathy:

- 1) Understanding the point of view of another person;
- 2) Determining the emotion felt by the interlocutor;
- 3) Selection of appropriate response in this context.

The last **Section 5** “Social skills: looking for the right words”. Any communication is not what you want to say, but what reaction you want to provoke.

External independent assessment has a number of features that can cause high school students various difficulties, including socio-psychological. Socio-psychological readiness for the situation of testing knowledge is not only the graduate's knowledge of educational material, but also the psychological state of the student. It is important to consolidate (unite) the efforts of students, parents and teachers of the educational institution for successful preparation.

Since the assessment of students' knowledge with the help of external evaluation testing is not an everyday phenomenon in life, the preparation of external evaluation seems to be difficult and at the same time inevitable. Also, the webinar "Psychological readiness of high school students for external evaluation" has been developed - a useful resource that helps high school students to be positive about taking the test.

CONCLUSION

Today it is extremely important for every high school student to be able to communicate with a competent specialist about future professional development, choosing an educational institution for vocational training, employment, opportunities to master various professions, career prospects. Opportunity to undergo a diagnosis, which will involve the study of personality, its abilities, interests and aptitudes, the purpose of which is to determine the profession or a number of professions that will meet the psychophysiological characteristics of the individual. Psychological diagnosis centers are a good practice in providing the above services.

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