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FEATURES OF PSYCHOLOGICAL TRAINING METHOD IN THE PROCESS OF STUDYING PSYCHOLOGY AT THE MEDICAL UNIVERSITY

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The article discusses the use of psychological training in the process of organizing the educational process in Medical university, the education system in higher education, as well as changes in the nature and functions of vocational education in modern times. Methods of active learning are described. The concept of training, psychological training is revealed, various approaches to understanding the training form of conducting classes are substantiated. The psychological and pedagogical experience of using the training form of conducting classes in higher school is analyzed. The diagnostic, preventive, transformative, corrective functions of psychological training, the peculiarities of their influence on group work are considered. The advantages and limitations of training work are highlighted, as well as the opportunity to use the strengths of group work in the use of psychological training for students. The formative, developing, and educational training programs are revealed, on the basis of which a questionnaire is created to find out the most relevant programs in the higher education system. The introduction of a training form of the organization of the learning process in higher education is justified on the basis of a questionnaire conducted with students of the second year of study at the Medical university. The main structural components of the training organization of practical classes with students are highlighted. The results are presented in the percentage ratio of students' choice of the most effective and relevant training areas of work. The necessity of mandatory use of active and interactive forms and methods of teaching is substantiated, thanks to which, there is an actualization and effective appropriation of knowledge, their inclusion in the system of individual student experience. In particular, educational trainings aimed at developing self-regulation skills, communicative trainings, training approaches that stimulate personal growth. Educational trainings are the most preferable according to the results of the student survey.

Key words: methods of active learning, psychological training

The modern education system in higher education is currently undergoing transformations, scientific and technological progress, innovative technologies, changing priorities and social values affect the change in the nature and functions of vocational education. The competencies formed by students reflect not only theoretical aspects, but also a large number of practical skills and abilities necessary for a specialist. In this regard, the nature of the interaction between the teacher and students is qualitatively changing. The student acts as the subject of the learning process, the teacher is its organizer, moderator. There is a transition from teaching factual knowledge to understanding events, acquiring skills and applying in life what has been accumulated during training. The emphasis is shifted from the content of the training to the process, the effectiveness of which depends entirely on the cognitive activity of the student himself. This requires compulsory use of active and interactive forms and methods of teaching, whereby, there is an actualization and effective appropriation of knowledge, their inclusion in the system of individual student experience. Active methods help to link theoretical knowledge with practice, contribute to the development of the creative abilities of future specialists, improve the skills of independent work, open the way for a full-fledged professional career. Training is one of the relatively new methods of interactive learning. The various situations that arise in the training groups, being

educational and in this sense conditional, playful, for the trainee act as quite real situations in which it is necessary to act with full responsibility for the result of the action. In this aspect, the training resembles the method of a business game, where the responsible dependence of the participants of the game on each other is also strong.

THEORETICAL BACKGROUND

Psychological training is currently the most popular teaching method preferred by most students. The term "training" has a number of meanings: education, teaching and types of training. Such ambiguity is inherent in the definition of training given in the scientific literature.

Psychologists defined training as a group of methods for developing the ability to learn and master any complex type of activity. Training is also defined as a way of reprogramming a person's existing behavior and activity management model [1].

Some researchers suggest defining training as a multifunctional method of deliberate changes in psychological phenomena of a person, group and organization in order to harmonize professional and personal being. The purpose of the training is to increase competence in communication, which can be specified in a number of tasks, the formulation of which is related to the acquisition of knowledge, the formation of skills, the development of attitudes that determine behavior in communication, the development of perceptual abilities of a person,

correction and development of the system of personal relationships [2].

The ideological and theoretical foundations of psychological training were a wide range of diverse approaches and concepts (B. Skinner, A. Bandura), humanistic psychology (K. Rogers, A. Maslow), psychoanalysis (V. Bennis, G. Sheppard), socio-drama and psychodrama (J. Moreno).

An attempt to classify training approaches and technologies was the model which identified three main training technologies: skill training, implementation of personal reconstructions and work on deepening and understanding social situations. Following this, some psychologists designate four paradigms of training: training, tutoring, mentoring, and the development of subjectivity. These paradigms differ, first of all, in the rate of acquisition and extinction of formed behavioral patterns, the degree of responsibility of the trainer and clients for the process and result of training. They are also divide skill training, experience training, socio-psychological training and personal growth training [3].

The psychologists identifies two procedural and typological approaches to training that have developed outside the framework of historically formed scientific schools and spheres of practical activity: competency-based (focused on learning competencies) and experimental (based on learning experience).

As other authors notes, training cannot completely replace classical forms of education, but it can serve as a good addition to professional training, i.e. the formation of certain skills and abilities characteristic of a certain activity [4].

According to another opinion, the training is part of the planned activity of the organization aimed at increasing professional knowledge and skills, at modifying attitudes (socio-psychological attitudes) and social behavior of personnel in ways that are combined with the goals of the organization and the requirements of the activity [5].

Often in the scientific literature, training is defined as one of the active methods of teaching. So, B.D. Parygin suggests considering the training as "... a method of group counseling, active group training in communication skills in life and society in general: from teaching professionally useful skills to adapting to a new social role with an appropriate self-concept and self-esteem of the training participant ..." [6].

Psychologists defines training as part of the process of information movement from one participant of interaction to another [7].

The analysis of the definitions of "training" proposed in the special psychological and pedagogical literature allows us to conclude that today there is no generally accepted definition of the concept of "training", which allows it to be interpreted quite broadly.

The main functions of the training include: The adaptation function – allowing the participant to master the arsenal of new knowledge, techniques to use them for various purposes by adapting to the current situation. Diagnostic – training space allows

the presenter and participants of the training to show personal qualities, identify behavioral patterns, identify personal resources and identify limitations. Preventive – modeling and replaying situations that are not typical for participants in the training space, allows you to replenish personal experience with effective ways to respond to a problem situation in a timely manner, thereby minimizing the risk in everyday life. Transformative – the training space facilitates the participant's internal work aimed at conscious acceptance and formation of the desired behavior or personality traits. Corrective – playing situations allows you to focus the attention of the individual on the weaknesses that "slow down" personal effectiveness and success, instead of demonstrating socially effective behaviors. The versatility of the training indicates that its capabilities cover almost all socially significant areas of personal life. The characteristic features of the trainings are: (development and adherence to the principles of group work; (priority of self-development of training participants, activation of their potential for personal transformation; (construction of subject-subject interaction; (presence of a constantly working group within a specific training program (compliance with training spatial proxemics; (building relationships in a group in a "here and now" situation; (building training sessions based on active forms and methods; (creation of a favorable psychological climate and a safe environment for the organization of free communication; (objectification of subjective feelings and emotions of group members regarding each other and what is happening in the group, verbalized reflection[8].

Advantages and limitations of group training work. The advantages of the group form of work are proved by the following circumstances: (group experience in solving typical problems clearly demonstrates to the group member the similarity of their own feelings and experiences with other participants, which allows them not to "go away" into the problem, closing themselves in, but to look for its solution. Such an experience is psychotherapeutic for many participants; (the training group, being a society in miniature, allows you to model a system of relationships and relationships characteristic of everyday life, which allows participants to look at life situations from the outside, analyze and simulate their development in a psychologically safe environment for themselves, identifying and defining patterns and mechanisms of effective behavior and communication, both for themselves and for other people; (learning new knowledge, skills and abilities, experimenting with building different styles of relationships with equal partners; (training participants receive feedback and support from people with similar problems; (development and appropriation of new behaviors that allow you to treat yourself and people in a new way; (playing new social roles, creating conditions for the development of empathy, contributing to personal growth and the development of self-awareness; (diagnosis, manifestation and

clarification in a situation of tension of psychological problems in participants; (group work promotes self-discovery, self-exploration and self-knowledge of participants, which allows them to understand themselves and increase self-confidence; (group work is more profitable in economic terms both for the participants of the training and for the training leader. Group forms of psychological training work have certain boundaries. Not all people are able to constructively discuss their problems in group communication[9].

Once in the group, they begin to try on various roles, distract from the discussion of other participants, thus showing "problematic behavior" in the group. Group norms, which are mandatory for effective training work, are not always sincerely manifested by people in everyday life. Receiving a portion of empathy and participation in the training group, some participants begin to "live" in the group, replacing the real world with it and not changing anything in it. At the end of the work of the training group, they are looking for new and new ones, thereby preferring the illusion of psychological well-being in the "new training family" to solving real life problem situations. The group atmosphere that arises due to the cohesion of participants and group rules can contribute to the conformity of participants' behavior. Although one of the goals of the group may be to find a balance between productive relationships with other group members and resistance to group pressure, however, the psychologist, and especially the participants, does not always manage to realize this goal [10].

MATERIALS AND METHODS

In the process of teaching psychology, training programs of various directions are used: formative, developmental and educational. Based on this, we created a questionnaire that contained a description of all the training programs conducted and included in the training cycle. The purpose of this survey was to clarify and analyze those forms of training work that are most relevant for medical university students.

The first group of programs includes trainings aimed at the development of communicative competence, sensitivity training aimed at the development of sensitive ability, without the actualization of which it is difficult to correctly understand the personal qualities and states of partners, relationships that develop between people. Psycho-gymnastic exercises are the leading methodological means of sensitive training, which provide a variety of material necessary for understanding the process and results of socio-perceptual activity, as well as form an environment that allows each participant to develop their sensitive abilities.

The second group of programs consists of intellectual training programs. Intellectual programs include trainings on creativity, decision-making, flexibility of thinking, strategic thinking, etc. The main changes obtained in intellectual training occur in the characteristics of the image transformation

process: accuracy, speed, originality, in the skills of managing insightful forms of thinking, structuring information.

The third group of training programs are regulatory programs aimed at developing self-management skills, goal-setting, self-confidence, and strong-willed potential of the individual. These include various modifications of psycho-self-regulation methods, motivational training, self-confidence training, philosophy and life strategy training.

RESULTS AND DISCUSSION

100 students of the second year of study at a medical university took part in the survey. Each student, after completing the entire module of the training program, was given a questionnaire. Below are the results as a percentage of students' choice of the most effective and relevant training areas of work.

Table 1 – Questionnaire for choosing students' preferences for training forms of education

Direction	Content	Choice of students in percent (%)
Formative:	Trainings aimed at developing communicative competence, sensitivity training aimed at developing sensitive abilities, without updating which it is difficult to correctly understand the personal qualities and states of partners, the relationships that develop between people.	25%
Developing:	Intellectual programs include training in creativity, decision making, flexibility of thinking, strategic thinking, etc. The main changes obtained in intellectual training occur in the characteristics of the process of transforming images: accuracy, speed, originality, in the skills of managing insightful forms of thinking, structuring information.	35%
Educational:	Regulatory programs aimed at developing the skills of self-management, goal-setting, self-confidence, and volitional potential of the individual. These include various modifications of psycho-self-regulation methods, motivational training, self-confidence training, philosophy and life strategy training.	45%

Based on the results of the study, the following results were obtained: the highest level of preferences was obtained in favor of training sessions, where the components are motivational training, self-confidence training. This indicates that students put the work on the listed components quite high; they believe that these are important

characteristics of success in life. Also, a fairly high level of 35% of respondents choose developing or intellectual training programs, which indicates that the ability to think critically and analyze allows students to be more productive in the educational field, and therefore helps to achieve their goals and plans. A smaller number of choices - 25% in favor of formative training, which allows you to form a correct understanding of the personal qualities and states of partners, relationships that develop between people. This may indicate that while students prioritize other tasks, and not all students ask questions related to interpersonal empathy and etc.

CONCLUSION

We believe that, in relation to the process of vocational training, training can be considered both as a teaching method and as a form of learning. There are trainings aimed at developing self-regulation skills, communicative trainings, training approaches that stimulate personal growth, educational trainings. The rationale for the introduction of a training form of organization of the learning process in higher education is the characteristic of the learning activity of the assimilation of actions by students at various levels.

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ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ МЕТОДА ПСИХОЛОГИЧЕСКОГО ТРЕНИНГА В ПРОЦЕССЕ
ИЗУЧЕНИЯ ПСИХОЛОГИИ В МЕДИЦИНСКОМ УНИВЕРСИТЕТЕ*

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В статье рассматривается использование психологического тренинга в процессе организации учебного процесса в Медицинском Вузе, система образования в высшей школе, а также изменения характера и функций профессионального образования в современное время. Описываются методы активного обучения. Раскрывается понятие тренинга, психологического тренинга, обосновываются различные подходы к пониманию тренинговой формы проведения занятий. Проанализирован психолого-педагогический опыт использования тренинговой формы проведения занятий в высшей школе. Рассматриваются диагностическая, профилактическая, преобразующая, корректирующая функции психологического тренинга, особенности их влияния на групповую работу. Выделяются преимущества и ограничения тренинговой работы, возможность использовать сильные стороны групповой работы в использовании психологического тренинга для студентов. Раскрываются формирующие, развивающие, обучающие тренинговые программы, на основе которых создается анкета для выяснения наиболее актуальных программ в системе высшего образования. Обосновывается внедрение тренинговой формы организации процесса обучения в высшей школе на основе проведенного анкетирования со студентами второго года обучения Медицинского университета. Выделяются основные структурные компоненты тренинговой организации практических занятий со студентами. Приведены результаты в процентном соотношении выбора студентов наиболее эффективных и актуальных тренинговых направлений работы. Обосновывается необходимость обязательного использования активных и интерактивных форм и методов обучения, благодаря которым, происходит актуализация и эффективное усвоение знаний, включение их в систему индивидуального опыта студента. В особенности, обучающие тренинги, направленные на развитие навыков саморегуляции, коммуникативные тренинги, тренинговые подходы, стимулирующие личностный рост, обучающие тренинги, как наиболее предпочтительные по результатам анкетирования студентов.

Ключевые слова: методы активного обучения, психологический тренинг

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МЕДИЦИНА УНИВЕРСИТЕТТЕ ПСИХОЛОГИЯНЫ ОҚУ ПРОЦЕСІНДЕ ПСИХОЛОГИЯЛЫҚ ТРЕНИНГ
ӘДІСІН ҚОЛДАНУ ЕРЕКШЕЛІКТЕРІ

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Мақалада ЖОО-да оқу процесін ұйымдастыру процесінде психологиялық тренингті қолдану, Жоғары мектептегі білім беру жүйесі, сондай-ақ кәсіптік білім берудің сипаты мен функцияларының өзгеруі қарастырылады. Белсенді оқыту әдістері сипатталған. Тренинг, психологиялық тренинг ұғымы ашылады, сабақтарды өткізудің тренингтік нысанын түсінудің әртүрлі тәсілдері негізделеді. Жоғары мектепте сабақ өткізудің тренингтік нысанын қолданудың психологиялық-педагогикалық тәжірибесі талданды. Психологиялық тренингтің диагностикалық, профилактикалық, трансформациялық, түзету функциялары, олардың топтық жұмысқа әсер ету ерекшеліктері қарастырылады. Тренинг жұмысының артықшылықтары мен шектеулері, студенттерге арналған психологиялық тренингті қолдана отырып, топтық жұмыстың күшті жақтарын пайдалану мүмкіндігі ерекше. Қалыптастырушы, дамытушы, оқыту тренингтік бағдарламалары ашылады, олардың негізінде жоғары білім беру жүйесіндегі ең өзекті бағдарламаларды анықтау үшін сауалнама жасалады. Медицина университеттеекінші оқу жылының студенттерімен жүргізілген сауалнама негізінде жоғары мектепте оқу процесін ұйымдастырудың тренингтік нысанын енгізу негізделеді. Студенттермен практикалық сабақтарды тренингтік ұйымдастырудың негізгі құрылымдық компоненттері ерекшеленеді. Студенттердің жұмыстың ең тиімді және өзекті тренингтік бағыттарын таңдау пайызы бойынша нәтижелер келтірілген. Оқытудың белсенді және интерактивті формалары мен әдістерін міндетті түрде қолдану қажеттілігі негізделеді, соның арқасында білімді өзектендіру және тиімді игеру, оларды студенттің жеке тәжірибесі жүйесіне қосу жүзеге асырылады. Атап айтқанда, өзін-өзі реттеу дағдыларын дамытуға бағытталған оқыту тренингтері, коммуникативтік тренингтер, жеке өсуді ынталандыратын тренингтік тәсілдер, оқыту тренингтері студенттердің сауалнамасы нәтижелері бойынша ең қолайлы болып табылады

Кілт сөздер: Белсенді оқыту әдістері, психологиялық тренинг