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SOCIO-PSYCHOLOGICAL TRAINING AS AN EFFECTIVE MEAN OF ADAPTATION OF EDUCATIONAL PROCESS PARTICIPANTS TO CHANGING CONDITIONS OF LIFE ACTIVITY

Iryna Arshava¹, Anastasiia Baratynska²

1. Doctor of Psychology, Professor
Dnipro Academy of Music, UKRAINE
ORCID ID: 0000-0003-1672-4479

2. Master of Psychology, practical psychologist
UKRAINE
ORCID ID: 0000-0003-4979-799X

The full-scale invasion of the aggressor country into the territory of our state, the destruction of entire cities with all infrastructure, the occupation of territories, shelling, the destruction of school buildings, and constant blackouts necessitate the provision of psychological assistance to participants of the educational process in the form of socio-psychological training.

As it's known, socio-psychological training is a set of group methods for developing skills and abilities of self-knowledge, communication and mutual understanding of people in a group.

The pioneer of «T-group movement» is considered to be K. Lewin (1946), but the first similar to modern training groups were Connecticut workshops (by K. Lippitt and L. Bradford), as well as the concept of the meeting, developed by J. Moreno, which emphasized fair treatment of all group members, sincerity in expressing one's emotions and feelings.

It is important to note that the work of the training group should be based on such principles as activity, research creative position, objectification (awareness) of members' behavior, the principle of partner communication and the principle of confidentiality.

The main empirical methods used in the framework of socio-psychological training are the following: mini-lecture, discussion, modeling of practical

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situations, role-playing, case analysis method (solving certain cases), brainstorming, etc.

In turn, it's important to analyze the advantages of the group method of psychological work:

1. in a group, the need for emotional warmth and contact with another person is compensated;
2. experience gained in specially organized groups helps to solve problems that arise during interpersonal interaction;
3. it is possible to receive feedback from other participants;
4. in a training group, it is possible to receive support from people who have common problems and experience them with specific group members;
5. an individual can learn new skills and abilities in a supportive and controlled environment;
6. participants can identify with others and use emotional connection when assessing their own experiences, feelings, and behavior;
7. The group can facilitate the process of self-exploration and introspection, the formation of the individual's «I – concept»

Our experience with educators from communities in Dnipropetrovsk and Kharkiv regions shows that the most relevant topics for conducting socio-psychological training in wartime are such as providing psychological first aid, mental health and psychosocial support, self-regulation techniques during stressful situations, self - care and physical grounding techniques, prevention of professional burnout. During the 2-4-day trainings (in offline format) on the above mentioned topics, significant improvement in the psycho-emotional state of the group participants was observed as they had opportunity to express their opinion on a number of discussion questions, do various self-reflection exercises, exchange experiences with colleagues from other schools and cities, as well as the opportunity for live communication and networking in a professional circle after a long break. A certain therapeutic function of the training was observed, especially after the exercises, when the participants gave feedback on their own feeling of the war situation and received support from the group. The organization of time and space became an important element of the effectiveness of the event, as the training was held in a safe space, taking into account all security requirements during wartime.

It is important to note that conducting such events is extremely important for supporting the psychological well-being of all participants of the educational process. We foresee the prospect of further scientific research in the development of trainings dedicated to the specifics of providing psychological assistance and

psycho-emotional support to children of primary and secondary school age in the circumstances of the war.

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