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**DEVELOPMENT OF PSYCHOLOGICAL SAFETY  
OF PEDAGOGICAL COLLEGE STUDENT IN THE PROCESS  
OF PROFESSIONAL COMPETENCE FORMATION**

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This article is devoted to studying of the interrelation between psychological safety and professional competence of pedagogical institutions students. The author points out the didactic unit elements of psychological disciplines which mastering forms the notions of the factors and ways of preventing or overcoming their effects. The article enlarges upon the certain sectional branches of psychological science (social and educational ones) by means of which the differentiation of “risk” factors of psychological safety deprivation of the students is achieved, it also illustrates the mechanism of mastering-in these factors in the study of the course of “Psychology”. This work is performed by means of active application of humanitarian, psychological and educational technologies, interactive educational methods (i.e., social-and-psychological training, brainstorming, project method, group discussion method, case method) in HEIs (Higher Education Institutions). The author reveals the importance of determination the psychological “risk” factors of psychological safety deprivation regarding the formation of professional competence of a pedagogical college student.

**Objective:** To determine the “risk” factors of psychological safety deprivation of a Pedagogical college student in the process of formation of professional competence.

**Methods of the work performance:** analysis of psychological and educational literature on the subject of the present study, a comparative analysis of learning

didactic unit elements and identifying the “risk” factors of psychological safety deprivation.

**The work methodology:** scientific research works of I.A. Bayeva, N.M. Borytko, and Y.V. Vardanyan.

**Keywords:** professional competence, psychological safety of the subject of training and education, “risk” factors of psychological safety deprivation.

## **РАЗВИТИЕ ПСИХОЛОГИЧЕСКОЙ БЕЗОПАСНОСТИ СТУДЕНТА ПЕДАГОГИЧЕСКОГО ВУЗА В ПРОЦЕССЕ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ**

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Статья посвящена определению взаимосвязи психологической безопасности и профессиональной компетентности студента педагогического вуза. Автором выделены элементы дидактических единиц психологических дисциплин, при освоении которых формируется представление о факторах и путях предотвращения или преодоления их действия. Подробно рассматривается посредством, каких разделов (социальной и педагогической) психологии происходит дифференциация факторов «риска» нарушения психологической безопасности студентов, показан механизм освоения данных факторов в ходе изучения курса «Психологии». Данная работа осуществляется путем активного применения в образовательном процессе вуза гуманитарных психолого-педагогических технологий, интерактивных (социально-психологический тренинг, метод мозгового штурма, проектный метод, метод групповой дискуссии, кейс-метод) методов обучения. Определено значение выявления психологических факторов «риска» нарушения психологической безопасности для формирования профессиональной компетентности студента педагогического вуза.

**Цель:** выявление факторов «риска» нарушения психологической безопасности студента педагогического вуза в процессе формирования профессиональной компетентности.

**Методы проведения работы:** анализ психолого-педагогических источников по проблеме исследования, сравнительный анализ освоения элементов дидактических единиц и выявления факторов «риска» нарушения психологической безопасности.

**Методология работы:** научные исследования И. А. Баевой, Н. М. Борытко, Ю. В. Варданян.

**Ключевые слова:** профессиональная компетентность, психологическая безопасность субъекта образования, факторы «риска» нарушения психологической безопасности.

The system of higher education nowadays is undergoing a series of drastic significant changes. For today the issues regarding staff training in higher professional pedagogical education are especially relevant. One of the most promising solutions aimed to future teachers competency improvement is equipping them with profound theoretical and methodological knowledge basis, acquisition by them of the skills of use and further improvement of scientific and methodological apparatus within the field of the future teaching specialization, development of a consistent culture of research activities, as well as psychological competence, and also to preserve psychosomatic health thereof. In our opinion, two fundamental phenomena will serve as the “cradle” of the effective implementation of the objectives in the stage of higher education course, those are “professional competence” and “psychological safety”. From the perspective of the problem highlighted above, it should be noted that modern television, Internet resources and newspapers contain a lot of information about the events having teachers, parents, and students as the main characters. Various predominating adverse psychological factors “thriving” in a number of cases within the educational environment

precondition aggressive actions, and in different educational stages (pre-school, primary, secondary, vocational secondary, and higher vocational education). The main causes of these actions are multiple conflicts, stress, communication barriers in the interaction of the participants involved in the educational process and as the result of all above stated mental stresses, anxiety, social frustration. At that, motivation for success is often replaced by the motivation failure avoidance, the degree of subjective control decreases. The analysis of these situations makes us to believe that professional competence of a teacher is impuissant practically in dealing with such complicated, sometimes even “crucial” professional-pedagogical situations, without development of a high level of psychological safety of the teacher’s personality.

We believe that the event of psychological safety underdevelopment in the case of an inexperienced teacher can be illustrated by the situation where being “brilliantly savvy” in terms of the science and methodology the teacher finds himself absolutely defenseless against the pressure of emerging problems in the educational environment from the psychological viewpoint of his professional activities.

By virtue of theoretical analysis of the psychological and educational literature studied out we have found that the history of the problem pointed out above might be distinguished as thoroughly examined in the works of a number of scientists whose researches touch upon the study of the formation of professionalism and professional competence (I.A. Zimnyaya [6], A.K. Markova [8], C. Hilarski [13], J. S. Hong, M. K. Eamon [12]) pedagogical and educational and career competencies (Y.V. Vardanyan [2; 3], N.M. Borytko [1], A.N. Yashkova [15]), safety of an individual and of the educational environment (L. Annear, R. D. Langhou [7], K. Bosworth, L. Ford, D. Hernandez [5], I.A. Baeva [10], V. Morrow, B P. Mayall [9], R. Cialdini [14]).

N.A. Vdovina notes that “in the current conditions of radical social changes an increased mental tension is evident; that is associated, primarily, with the shift in ideological orientations, causing feelings of instability accompanied by negative emotional experiences” [4, p. 142]. Y.V. Vardanyan and E.N. Rus’kina state that

psychological safety of the education subject actor is understood to be «his feeling of security and psychological welfare, achieved in result of his mastering the methods of neutralizing and overcoming of psychological hazards, presence of the psychological safety atmosphere in the educational institution created by all the participants of educational process together» [3, p. 79].

In the situation of the “spontaneous development of psychological safety the destructive consequences of manipulation can be extremely formidable, the addressees exposed to such influences do not always benefit from these experiences, the knowledge and skills acquired by this way often remain unconscious and, therefore, can be misused” [11, p. 86].

When studying psychology, the “formation of motive-and-need preparedness and operative-and-pragmatic capability of a student to use of psychological technique complex take place ... in order to construct and set going the system of support and development of mental and personal health of the education subjects (student, teacher, parents)” [2, p. 11].

In our opinion, the evidence of interrelation between professional competence and psychological safety of a future teacher personality can be found in the fact that through the formation of various aspects of professional competence it is possible to achieve the cross psychological development of the individual safety of a teacher by way of diagnosing and preventing “risk” factors of its violation. As the basis for consideration of a mechanism of identifying and determination of the “risk” factors in the process of professional competence formation of a student we used the classification proposed by A.K. Markova, in which by means of associating professionalism with various aspects of psychological maturity of a specialist four types of professional competence are identified: special, social, personal and individual [8].

On the basis of FSBEI HPE (Federal State Budgetary Educational Institution of Higher Professional Education) “Mordovian State Pedagogical Institute named after M. E. Evseviev” at biological and chemical, physical and mathematical faculties we

conduct training sessions within the frames of the course “Psychology” and while studying sections “Social Psychology” and “Pedagogical Psychology” the students achieve professional competence and psychological safety through the use of humanitarian technologies, interactive teaching methods (social-and-psychological training, group discussions, brainstorming), by identifying the “risk” factors of psychological safety deprivation of a future teacher in the light of formation of a certain kind of professional competence.

The performed work is a kind of “psychological simulator” helping students in mastering humanitarian psychological and pedagogical technologies, interactive teaching methods, aimed at preventing risks of psychological safety deprivation and at competent design of the conditions of the organization of a psychologically safe educational environment.

The goal of developing psychological safety of a future teacher is currently of top priority for college teachers, especially those involved in preparing students for pedagogical work, since the graduates of pedagogical colleges, in most cases, by entering professionally into an educational environment, almost daily encounter such challenges and difficulties. Insufficient development of psychological safety characters of a future teacher is at the present moment a powerful barrier to competent solutions of professional tasks.

Table 1

**Mastering the “risk factors” of psychological safety deprivation of a student in the process studying Psychology**

Types of professional competence	Elements of didactic units in the sections of the course “Psychology”		“Risk factors” of a student psychological safety deprivation
	Social Psychology	Pedagogical Psychology	
Special (activity-based)	Basics of Social Psychology. History of origination and development of Social Psychology.	Pedagogical Psychology in the system of psychological science. The methods of Pedagogical Psychology. The problems of Pedagogical Psychology. The specifics of the preparation and realization of psychological and pedagogical experiment. Concepts (traditional educational theory, the theory of problem-based education, the theory of developmental teaching, the theory of gradual formation of mental actions, the nature of programmed education). Psychological aspects of the education computerization. The professionalism and competence of a teacher.	Low level of psychological and pedagogical awareness about the features of the current state of society and significance of conducting its social and psychological research. Insufficiently effective and inadequate use of methods of psychological and pedagogical influence in the educational process. The uneven ratio of the implementation of various training concepts at an educational institution, low level of methodical preparedness of a teacher to use them in the learning process. Low level of professional pedagogical and psychological expertise, informational and psychological vulnerability.

<p>Social</p>	<p>Position of interaction in the structure of the communication process. The concept of social perception. The mechanisms of social perception. Rules and mechanisms of attraction. Optimization of communication. The concept of conflict. The structure of conflicts. Models of behavior in conflicts. Social Psychology of a small group. Large social groups</p>	<p>Student as the subjects of education. Junior school learner, adolescent, senior school learner, student as the subjects of education. Educational Psychology: the modern theories and approaches of education, methods and institutions of education, peculiarities of family education. Psychological foundations of pedagogical activity. The teacher as the subject of pedagogical activity. Conflicts in the pedagogical process.</p>	<p>Psychological compatibility, the problem of interaction in the process of communication and activity. Semantic barriers in communication and awareness about them. The problem of social-psychological characteristics of intergroup relations (group pressure, manipulation, suggestion), underdevelopment of subjective strategies of students in the training sessions, subjectness of a teacher in the pedagogical process. Family and pedagogical style of education. Low level of development of competence of conflict settlement.</p>
<p>Personal</p>	<p>The concept, the nature and structure of communication. The model of the communication process. Verbal and non-verbal means of communication. Social and psychological problems of the personality study</p>	<p>Communication of educational process subjects, the nature and specificity of the pedagogical process. styles of pedagogical communication, models of pedagogical communication.</p>	<p>The problems arising from dissonance between verbal and non-verbal information in the communication process. Communication barriers. Deficient socialization and adaptation. The problem of social attitude, stereotype and distinct features of communicating with people of different psychological and social types. Underdevelopment of communication subjectness among the participants of the educational process.</p>

Individual	“Self” in the social world. The notion of “Self” - image.	Styles of pedagogical activity. Psychological principles of pedagogical activity.	The problem of regulating social behavior and self-presentation of an individual, and of developing own-style in sense pedagogical activity, formation of self-motivation, a positive attitude and mindset to implement pedagogical activity. “Burnout syndrome”, and professional deformation syndrome
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