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3.20. FUTURE TEACHERS' INTRAPERSONAL CONFLICTS IN TRAINING FOR PROFESSIONAL ACTIVITIES IN THE NEW UKRAINIAN SCHOOL

***Abstract.** The concept of the New Ukrainian School (NUS) envisages a systemic transformation the main goal of which is to achieve a new, high quality of education at all levels. The formula of the New Ukrainian School envisages a new role for the teacher, who should become an agent of changes and be motivated for a continuous process of professional growth. In this regard, one of the important elements of young teachers' training is the prevention of negative phenomena in pedagogical teams, in particular, the timely resolution of their intrapersonal conflicts in the period of adaptation to the conditions of the New Ukrainian School. The purpose of the article is to substantiate the need for corrective work on the prevention of young teacher's intrapersonal conflict in the context of modern educational paradigms, the factors of*

his/her professional formation in preparing the implementation of the New Ukrainian School concept. The scientific novelty is to investigate the specific links between this phenomenon and the maladaptation factors that cause it. The theoretical significance of the study lies in the broadening and deepening of the idea of interpersonal conflicts in the process of young teachers' adaptation to the conditions of NUS. Research methods. A theoretical analysis of domestic and foreign scientific sources, active social-and-psychological training (ASPT) served to achieve this goal.

Results. The article deals with the issues of psychological support for the professional activity of teaching staff in the context of the concept of the New Ukrainian School (NUS). The results of young teachers' questionnaire survey are presented and their queries, needs, expectations regarding different forms and methods of psychocorrection assistance in resolving interpersonal conflict are identified. A system of methodical techniques aimed at deepening the study of the classification of young teachers' intrapersonal conflicts in the process of their adaptation to the conditions of NUS is developed. The advantages of ASPT method over other forms of group work on the implementation of the basic strategies of psychological support of educational activity are analyzed. Conclusions and prospects for further research. So, from our point of view, it is precisely ASPT method in combination with classical research opens up new opportunities in the study of issues of solving intrapersonal conflicts. Its advantage over other forms of group work is that the training is based on the material of its participants' spontaneous activities, which allows to study the mechanisms of internal conditionality of behavior.

Key words: *the New Ukrainian School, a teacher, psychocorrectional assistance, an intrapersonal conflict, maladaptive factors, communicative tolerance, psychological competence, active social-and-psychological training (ASPT).*

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Formulation of the problem. Adoption of the Law of Ukraine "On Education" defines new requirements for the training of highly qualified teachers of the New Ukrainian School. The main driving force in the effective changes of the educational process of the educational establishment of the New Ukrainian School is the teacher's personality and his/her willingness to perceive the new and to act in a new way. The New Ukrainian School needs a new teacher who can become an agent of changes. It is quite understandable that these principles must be brought to life by young professionals, as it is upon them that the spiritual health of future generations and the future of Ukraine depend. The requirements for vocational training and activity of elementary school teachers are changing significantly in the context of modernization of the education system in Ukraine, since "the real knowledge of children's potential opportunities, forecasting of needs and models of personality development should be the basis of all transformations in education" [1]. The search for optimal ways of

professional training of teachers of the New Ukrainian School is conducted in the context of modern educational paradigms (cultural, value, competence, etc.).

Relevance of research. The educational reform “The New Ukrainian School” (NUS), introduced by the Ministry of Education and Science of Ukraine, is conditioned by the requirements of the time and approved not only by the authorities, European partners, but also by Ukrainian society as a whole [2]. The concept of the New Ukrainian School envisages a systematic transformation, the main purpose of which is to achieve a new, high quality of education at all levels [3]. The formula of the New Ukrainian School envisages a new role for the teacher, who should become an agent of changes and be motivated for a continuous process of professional growth [4]. That is why the problem of training and becoming a creative, conflict-free personality of a teacher – a professional, is of great importance. As it is known, the teacher’s personal problems directly affect his communication with others. Psychological research has shown that optimizing the perception of the teacher’s personal “I” also contributes to the emergence of his willingness to perceive others. The teacher’s personal destruction, which determines the disfunction of communication, can be expressed in masked neurotic symptoms, which are often not recognized by him/her. However, irrational components begin to dominate in the behavior. For the most part, the consequences of an intrapersonal conflict are affected by the young teacher’s consciousness: feelings of tension, anxiety, expectation of failure, increased aggression, etc. Such destructive manifestations of the psyche, which are generated by the action of intrapersonal conflict, lead to the initiation of conflict with colleagues, students [5]. This fact determines the objective need to find ways and means to provide the young teacher with effective psychological help in forming the necessary personal qualities. Therefore, it is so important that professional training for work at the New Ukrainian School should not be limited to the acquisition of knowledge, but would provide the teacher with the tools to know themselves, other people in the process of communication.

The connection with scientific and practical tasks is to investigate the specific links between the preparation of young teachers for work at the New Ukrainian School and the personal issues related to intrapersonal conflict. The results of young teachers’ survey are presented and their queries, needs, expectations regarding different forms and methods of psycho-correction assistance in resolving an intrapersonal conflict are identified. The advantages of the method of active socialand-psychological training (ASPT) over other forms of group work on the implementation of the main strategies of psychological support in young teachers’ training for work at the New Ukrainian School are analyzed.

Analysis of current research. The analysis of scientific literature allows us to determine a young teacher’s training for work at the New Ukrainian School as a system of content-and-pedagogical and organizational-and-methodological measures aimed at shaping the future teacher’s personality. According to scientists who study the theory and methodology of vocational training, the priority form of development of the

education system should be the creation of integrative courses that reflect the dynamism of the modern scientific paradigm [6]. Various aspects of the problem of young teachers' intrapersonal conflicts, their sources, ways of their overcoming have been the subject of study by both domestic and foreign scholars. At the same time, a number of theoretical and applied aspects of this problem remain to be not enough understood. Particular attention is required, in particular, to identify the maladaptation factors that predispose a young teacher's intrapersonal conflicts in the process of his/her training for work at the New Ukrainian School, to develop corrective measures to improve young teachers' training to work in new conditions.

The purpose of the article is to substantiate the need for corrective work on the prevention of young teacher's intrapersonal conflict in the context of modern educational paradigms, the factors of his/her professional formation in preparing the implementation of the New Ukrainian School concept.

Research methods. A theoretical analysis of domestic and foreign scientific sources, an experimental study of the level of anxiety by Spielberger-Khanin (SK), individual counseling and active social-and-psychological training (ASPT) served to achieve this goal.

Presenting main material. The pedagogical labor market nowadays is rather unbalanced and, as a consequence, the need of educational institutions in specialists of different pedagogical activities and qualifications is not sufficiently satisfied. Realizing the directions of his/her professional activity at the New Ukrainian School, the young teacher mediates between the child and the school staff, between the child and society, between the child and problems of socially approving behavior, and sometimes between the child and his/her parents. He should be the bearer of education, culture, role model, source of life knowledge and social experience, an assistant for pupils in developing strategies of life-building and solving problems of life situations, a leader in their social upbringing and mastering key competencies for life. This fact determines the objective need to find ways and means to provide the young teacher with effective psychological help in forming the necessary personal qualities. Therefore, it is so important that professional training would be not limited to the acquisition of knowledge, but would provide teachers with the tools to know themselves, other people in the process of communication. The reasons for the lack of unity with oneself, the inner integrity are differently interpreted in modern and foreign Psychology. Psychoanalytic ideas about unconscious causes and sources of intrapersonal conflicts are popular [7; 8]. According to them, the opposing forces are "It", "Ego", "Super-Ego". Representatives of other theories of personality in their own way interpret the causes of intrapersonal conflicts, namely as: inferiority complex that resists the pursuit of perfection (A. Adler) [9]; incompatible neurotic needs that at the same time induce a person to strive for other people, to be aggressive towards them and to want to be independent from them (K. Horney) [10]; psychological crises that arise in the process of formation of identity (E. Erickson) [11]. The leading in the process of a young teacher's training is his/her ability to become self-aware, manifestations of protective

tendencies, conflict, generated by the internal contradictions of the “I” structure, etc. This fact determines the objective need to find ways and means of providing the young teacher with effective psychological help in forming the necessary personal qualities. In order to change a person’s negative qualities, it is necessary to include him/her in such communication, which will allow to investigate himself/herself, to clarify and solve his/her problems related to intrapersonal conflict, that is, with unconscious aspects of his/her own psyche.

The method of active social-and-psychological training (ASPT), developed by the academician of the National Academy of Pedagogical Sciences of Ukraine T. S. Yatsenko [12] opens a new opportunity in the study of a young teacher’s intrapersonal conflict. Its advantage over other forms of group work is that the training is based on the material of the spontaneous activity of its participants, which allows to study the mechanism of internal conditionality of behavior. In the heart of the functioning of ASPT groups is the participants’ desire to master the process of their own self-cognition and cognition of another person by means of psychodiagnosis. All this provides positive self-changes and, therefore, increases the young teacher’s responsibility for his/her behavior [5]. For optimal training for the teaching profession it is not enough to have professional (standard) knowledge, but it is also necessary to have reflexive (social-perceptual) knowledge and psychological tools of knowing oneself and another person (pupil) in the process of communication [13]. Our research in the ASPT group allows us to establish the relationship of the category of relations with internal conflicts. The latter give rise to the destruction of the personality, manifested in self-centered tendencies, selfishness of relations with other people, tendency to discredit the importance of another person (pupil), distortion of reality, etc.

Fixing intrapersonal conflicts often gives an infantile connotation to relations. The stability of relations is counterproductive due to the standardization of the behavioral manifestations inherent in such a conflict. Thus, the psychocorrection of a young teacher’s personality traits requires the use of methods that would offset the negative effects of internal conflicts related to the unconscious aspects of the psyche. Psychodiagnosis in the ASPT group, due to its dynamics, is procedural in nature and allows painless detection of maladaptation manifestations of a young teacher’s behavior in the communication situation. These manifestations are offset by the very atmosphere of communication within the ASPT group, which is characterized by the democratization of relations, their humanization, equality of positions and partnership in relations. That is why the use of the active social-and-psychological training (ASPT) method has allowed us to raise an important issue related to the identification of the personal problem of the subject, which is based on a certain stabilized internal conflict. The personal problem is unsolved for the subject without outside psychological help. Thanks to the system of “psychological protections” is subjective integration of the psyche, which is reflected in the illusory adaptation of the teacher’s personality to colleagues and pupils.

The expansion of the process of self-awareness does not occur immediately and is carried out in accordance with the accuracy of psychodiagnosis of personal prerequisites for maladaptive behaviors, distortion of social-and-perceptual information, discrediting the significance of “I” of other people, attitudes towards them (tendencies of aggression and ill-will and ego [6]. For young teachers with manifestations of intrapersonal conflicts, there is a great loss of energy, depleting forces, the nervous system, drawing them into the cycle of unproductive interpersonal manipulations, and increased levels of anxiety. In order to change this state, one must allow oneself to explore, to find out and to solve your personal problems related to the unconscious aspects of one’s own psyche. On the basis of Bohdan Khmelnytsky National University at Cherkasy at the Educational-and-Scientific Institute of Pedagogical Education, Social Work and Arts research-and-experimental work was carried out to determine the need for corrective work on the prevention of a young teacher’s intrapersonal conflict during the preparation for implementation of the “New Ukrainian School” Concept. 150 teachers participated in the experiment. Consideration of the essence of young teachers’ intrapersonal conflicts, the parameters of their manifestations allowed to offer methods of detection of this state by methods of psychological testing in the process of active social-and-psychological training (ASPT). To do this, we used a block of psychological techniques that include Spielberger-Khanin’s diagnosis of anxiety level, T. Leary’s interpersonal relationships, M. Rokich’s value orientations, LSI psychological protection mechanisms (by R. Plutchik), and character accentuations by K. Leonhard, K. Thomas’ behavior styles in conflict situations.

The results obtained in young teachers’ pilot survey before and after work in the ASPT groups led to the conclusion that corrective work leads to 69 per cent reduction in anxiety level in the “motivational” conflict; 55 per cent – in “role” conflict; 38 per cent – in conflict of “inadequate self-esteem”; by 50 per cent – in case of “moral” conflict; 27 per cent – in case of conflict of “unfulfilled desire”; 49 per cent – in case of “adaptation” conflict. That is, the overall level of anxiety in young teachers in a state of intrapersonal conflict has significantly decreased from 68,9 per cent to 20,8 per cent.

Thus, active social-and-psychological training (ASPT) opens the possibility to diagnose the global preconditions for maladaptation manifestations of the psyche caused by intrapersonal conflicts. The personal problem is unsolved for the young teacher in the period of training for the conditions in the New Ukrainian School without outside psychological help. The method of active social-and-psychological training (ASPT) activates the processes of self-awareness and autopsychocorrection, which, in its turn, reduces the level of anxiety and intrapersonal conflict in general. Psychodiagnosis in the ASPT group, due to its dynamics, is procedural in nature and allows painless detection of maladaptive behaviors in conditions of intrapersonal conflict in the situation of communication, to reduce the level of anxiety [6]. The essence of psycho-corrective work among young teachers with intrapersonal conflicts in the process of their training for working conditions in the New Ukrainian School is

to expand the possibilities of self-realization and achievement of the desired goals, to prevent destructive behavior in communication with other people, colleagues, and students.

Conclusions and prospects for further research. Therefore, the necessity of corrective work on the prevention of the young teacher's intrapersonal conflict in the context of modern educational paradigms, factors of his/her professional formation in preparing the implementation of the "New Ukrainian School" Concept was experimentally proved. The results of the included observation during ASPT groups suggest that such training contributes to the harmonization of the system of relations, and the awareness of the personal structure occurs at the level of constructive changes in the direction of solving the young teacher's intrapersonal conflict during his training for working conditions in the New Ukrainian School, which greatly facilitates the process of his/her professional development. Therefore, psychocorrective work on the prevention of intrapersonal conflicts will help to increase professional competence; to strengthen self-belief and self-acceptance; develop professional skills; to form the adequacy of expectations; to develop "psychological immunity" as the ability to establish personal and professional boundaries of communication; to achieve realistic goals; to elicit the ability to critically evaluate and quickly adopt new approaches to solving professional problems; to create professional self-awareness, personal and professional reflection. The study does not exhaust all aspects of the problem raised, the importance and relevance of which determines the need for further conditions that ensure the effectiveness of future teachers' professional training. That is why the method of active social-andpsychological training (ASPT), in combination with classical research, opens up new opportunities in the study of the issues of solving young teachers' intrapersonal conflicts in preparation for work in the New Ukrainian School. Its advantage over other forms of group work is that the training is based on the material of its participants/spontaneous activity, which allows to study the mechanisms of internal conditionality of behavior.

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3.21. FROM THE EXPERIENCE OF TEACHING “PEDAGOGICAL EXPERIMENT AND MATHEMATICAL STATISTICS METHODS” COURSE TO THE THIRD (EDUCATIONAL AND SCIENTIFIC) LEVEL OF HIGHER EDUCATION IN 011 “EDUCATIONAL, PEDAGOGICAL SCIENCES” SPECIALTY STUDENTS

***Abstract.** The article defines pedagogical experiment as an empirical method of research related to seeking cause and effect relations of pedagogical phenomena or processes being studied, which implies significant effect on the pedagogical phenomenon or process by creating new conditions conforming to the purpose of the research. It systematizes the views of scientists on the characteristics, object, purpose, classification, structure of pedagogical experiment, as well as presents the author's program of “Pedagogical Experiment and Mathematical Statistics Methods” course for postgraduate students studying 011 “Educational, Pedagogical Sciences” specialty. The article outlines the number of issues proposed to be considered within the following topics: “The Essence, Tasks and Types of Pedagogical Experiment”,*