

## **Innovative technology for organizing the interaction of managers and psychologists of general secondary schools**

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**Abstract:** *The following article deals with the necessity and urgency of the implementation of such a direction of psychological activity as education. Various types and forms of educational work are considered on the example of the functioning of a scientific laboratory on the basis of an educational institution.*

**Key words:** *innovative technology, psychologist, teachers, managers, education, professional activities.*

### **Introduction.**

The changes taking place in society set new demands for the school education system. The approach to education, its process, goals and objectives has changed a lot. As priority results of education, not only general education is considered, but also life attitudes, enterprise, independence, the ability to make responsible decisions in a situation of choice, predict their possible consequences, the ability to cooperate, mobility, dynamism, constructiveness, and a developed sense of responsibility are considered as well. Activity, initiative, creative approach to business and productive independence are beginning to be appreciated more and more.

The effective solution of these problems can be greatly facilitated by the pooling of efforts by the interaction of the school leader and the psychologist.

We conducted a survey among teachers and educators of several educational institutions. Everyone wants to have a psychologist at school, but about a third of those who had experience of interacting with him were unhappy with the results of communication. What is the reason for mutual misunderstanding, and sometimes disappointment? What to do about it?

There is a misconception among many teachers about the role of the psychologist in the educational process. It seems that like psychologists are magicians and must overnight make a successful student out of a poor student, turn a bully and a bully into a quiet and obedient boy, increase educational motivation, and so on. For their part, every school psychologist knows that the hardest part is working with teachers. They are hampered by their intolerance to criticism, overestimated and at the same time underestimated self-esteem, disinclination to change, vulnerability, closeness. Therefore, it is so important for a psychologist to win over teachers. First, purely emotionally to win them over, and then convey to teachers what exactly and how he can be useful to them.

The stage of diagnostics is especially favorable for interaction, from which, as a rule, many psychologists begin their activities at school. Teachers are sincerely surprised how in a short time they can learn so much about a child, identify the reasons for a particular behavior, and happily find answers to exciting questions. Therefore, suddenly it becomes clear to the teacher why the child learns worse, does not remember well. Such information usually satisfies the teacher. Previously, he could attribute the student's mistakes to his own account, but now he understands the true reason for this behavior.

Eventually, satisfaction gives way to the question: "What to do with this?" This is where difficulties arise. The teacher expects the psychologist to tell him or her something that, for example, will make it easier for him or her to work with the so-called "difficult", and even better. She or he himself will solve all the problems.

However, a psychologist cannot succeed without interaction with a teacher. Firstly, he can work with the child once or twice a week and alone, while the teacher communicates with him daily and in a group of peers. Secondly, the teacher is a more significant figure than the psychologist, and the word spoken by him, and even in front of his classmates, has much more weight. Thirdly, communication between a teacher and a student takes place in the process of educational activity, which is also of great importance. So all the efforts of the psychologist, for example, the desire to increase the self-esteem of the child can be nullified by just one comment from the teacher.

**One more example:** The teacher complains about the student's poor memory. Success is only possible with concerted action. However, such actions require the efforts of not only a psychologist, but also a teacher. Nevertheless, more often he is not ready for this. For example, a psychologist can tell a teacher what to do, but often he does not know how to implement this in a specific lesson, since he does not know the didactics of the subject. Here the teacher should already show creativity, but we know that not everyone is capable of this. Suppose this difficulty has been overcome. The psychologist having familiarized himself with the teaching methods of this subject, together with the teacher prepares a lesson that takes into account the individual characteristics of children. However, such a lesson will not immediately yield visible results. Firstly, because at first the students will find themselves in an unfamiliar situation for them and their performance at first may deteriorate at first. Secondly, even the teacher does not feel completely confident; it may seem to him that the lesson is losing its integrity. Moreover, from the outside, such a lesson often does not look very convincing. It takes time to be convinced of its advantages, but since an external assessment of his activities is important for a teacher, he does not want to wait.

In addition, taking into account the individual characteristics of a student when constructing a lesson requires strength and professional competence, and the teacher's efforts must find support from the administration - moral, material, organizational, say, by drawing up a convenient timetable. However, teachers rarely receive such support, and in such conditions, only a few will dare to follow the advice of a psychologist. Moreover, knowing the reasons for the deviations of students in their studies or behavior, imagining what needs to be done to eliminate them, but having neither the conditions nor incentives for this, they begin to experience additional dissatisfaction with their work. In addition, since not everyone dares to express complaints against the administration, they are most often turned to a psychologist again: "I wish I didn't know anything. Before, without your psychological problems, it was easier to live. "

**Personality problems.** Even if the school has created conditions for mastering new pedagogical technologies, there are difficulties of a different kind, as the personal problems of teachers. For example, a teacher is an authoritarian woman, speaks in a loud voice, prefers comments to rewards, and a student is a vulnerable girl who perceives the teacher's increased tone as punishment refusing to complete the task. She does not do well in this subject, although she is intellectually developed. How to be here? Will a teacher (especially with a solid pedagogical experience) want to change their behavior? Most likely, she will not want to, saying that she cannot adapt to an individual student, even if this girl is reconstructing.

**Another example.** The teacher is an energetic and emotional person, leads the lesson at a fast pace, sincerely rejoices at the students, who are always ready to answer first. However, there is a boy in the class by nature, slow, apathetic. He is not stupid, but, as they say, slow-witted. His slowness annoys the teacher, he believes that the boy is incapable and does not want to try. The child experiences a feeling of failure, since the teacher gives few tasks that require time to think about, in which he could have manifested himself. Awareness of a problem is also not a solution to it: "Why should I, because of him, drag out time for everyone else? Then I will not have time to complete the program".

We have described the most superficial problems of the discrepancy between the individual characteristics of the teacher and the student. There are a number of deeper personal problems of the

teacher, which he transfers to relationships with children. For example, self-affirmation at the expense of students, projecting on them their own shortcomings, family conflicts, and other personal troubles. These problems, as a rule, are not recognized and analyzed by teachers from a professional standpoint. In some cases, teachers need psychotherapeutic work to understand the deep reasons underlying their professional activities, to overcome their own programming. However, such work is probably best done outside the school setting, as the therapeutic relationship between educator and psychologist can be reflected in their professional interactions. According to our survey, only five percent of teachers are ready to work with a psychologist on their personal problems. In addition, here is what is remarkable: these are the most successful educators, ready to admit their mistakes. As a rule, working with them gives certain results. Nevertheless, here a conflict between the psychologist and the administration arises, because the leaders of the school just strive to ensure that he primarily works with those who often have misunderstandings with students, poor academic performance, etc. Is there a way out of this situation? Of course, a psychologist needs to understand that working with teachers is a very delicate, delicate matter, requiring from him not only general psychological knowledge, but also knowledge of the basics of didactics, psychotherapeutic competence, and mastery of training skills. In addition, it takes time and trust for a teacher to come to him without fear that his personal problems will be revealed. In addition, this is a kind of work that is difficult to fit into any period, it requires patience, perseverance, and mutual understanding. Therefore, the key to successful work of a psychologist with the teaching staff, and, consequently, with students, is primarily in understanding and supporting the goals and objectives of his activities on the part of the administration. There is no need to require a psychologist to be a censor of teachers. One should not expect quick visible results from him, but create conditions and incentives for the implementation of all recommendations.

**Areas of cooperation.** The following areas of cooperation between the school psychologist and the teaching staff can be identified:

- Participation of psychologists in pedagogical councils and methodological associations with speeches on topical topics;
- Conducting seminars aimed at developing the psychological culture of teachers;
- Conducting psychological trainings and video trainings with teachers, contributing to the development of pedagogical reflection and the development of effective ways of interacting with students, such as active listening, pedagogical support, "I-message";
- Conducting psychological and pedagogical consultations to discuss the dynamics of development of students and the effectiveness of the methods of teaching and upbringing, as well as problems arising in the course of the educational process;
- Individual consultations for teachers and educators on the search for forms and methods of working with students, based on the characteristics of their individual and personal development;
- Visiting lessons for the purpose of psychological analysis of the effectiveness of the applied pedagogical technologies. This analysis includes an assessment of the organization of students' activities in the classroom, ways of developing student motivation, the style of the lesson, assessment of the work of students, etc. At the end of the lesson, a conversation is held with the teacher and recommendations are given;
- Together with the teacher, preparation of lessons focused on the development of students, taking into account their cognitive style, capabilities and individual characteristics;
- Video filming of lessons and discussion with teachers of the influence of various pedagogical technologies on the psychological state and development of students;
- Conducting sessions of psychological relief;

- Organization of "round tables", discussions aimed at optimizing relationships in the teaching staff and interaction of all participants in the teaching process;
- Psychotherapeutic work with teachers. It is important that the psychological literacy of teachers becomes the norm of their professional competence.

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