

## Psychological Support for Students in the Context of Developing Motivation for Pedagogical Activity

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**Abstract:** The article deals with the issues related to the peculiarities of psychological support of students' professional training. Psychological support of students' professional training is a new direction in psychological science and practice. It is based on the humanisation of relations in society, which requires revision and reassessment of all components of the pedagogical process. In this case, the main meaning of the educational process of the university becomes the development of the student. It is the student's development that should be a measure of the quality of work of a higher education teacher and the whole education system. Formation of professional qualities, knowledge, abilities, skills of the teacher and the student is the basis of the pedagogical process.

**Keywords:** psychological support, student learning, development of motivation of pedagogical activity, model of psychological service in higher education institution.

Psychological support of students' professional training is a new direction in psychological science and practice. It is based on the humanisation of relationships in society, which requires revision and reassessment of all components of the pedagogical process. In this case, the main meaning of the educational process of the university becomes the development of the student. It is the student's development that should be a measure of the quality of work of a higher education teacher and the whole education system. The formation of professional qualities, knowledge, skills and abilities of the teacher and the student is the basis of the pedagogical process.

Analysis of the literature allowed us to determine that today in science there are two terms close in meaning "psychological and pedagogical support" and "psychological and pedagogical support" (some authors distinguish separately the concepts of "pedagogical support", "psychological support", "pedagogical support").

Foreign psychologists and educators have paid attention to the problems of psychological support. A special contribution to the development of this concept was made by A. Bayard, R. Burns, and others [1], [2]. They argued that any person has opportunities for positive and constructive development, that the source and internal forces of personal growth are inside the person, not outside. Since R. Burns' research, support in the conditions of the educational process is not divided into psychological and pedagogical. In modern Russian science, pedagogical support has found its development in the works of L.I. Bozhovich, G.V. Mitina and others. The concept of "pedagogical support" was introduced into modern Russian pedagogy by O.S. Gazman [3]. This concept was further developed in the works of N.B. Krylova, who considers it as assistance to children in solving their problems in the conditions of an educational institution and successful socialisation [4].

O.S. Gazman's concept of "pedagogical support" is a process of joint work of the learner with the teacher to determine his/her own interests, goals, opportunities and ways of solving problems (overcoming obstacles) that hinder the learner's development while preserving human dignity and independently achieving the desired results in learning, self-education, communication, lifestyle. "Psychological support" is considered in the works of A.A. Bodalev - as a condition for creating a benevolent psychological climate, A.G. Asmolov - as assistance to the child in his development, O.S. Gazman - as support for the child in individual development, self-realisation, A.V. Mudrik - as assistance in social education. N.B. Krylova identifies pedagogical (solving the tasks of education and upbringing), psychological (problems of inner growth and personal identification) and moral (solving moral contradictions) types of support and connects it with the processes of assistance: sympathy, empathy, cooperation, which help the individual on the path of self-development.

Thus, the psychological and pedagogical components of the support process are combined [4]. Practically in all the works we have studied, the main emphasis is placed on the upbringing and education of different groups in childhood and adolescence. The problem of psychological and pedagogical support of personality development is presented as a system of professional activities of a teacher aimed at creating conditions for successful learning and psychological development of a personality and as a basis for interaction of subjects of upbringing and education in solving problems related to the process of education. We are close to the approach proposed by E.F. Zeer [5].

Under the concept of "psychological support" he understands a holistic process of studying, formation, development and correction of professional growth of a personality. Under the psychological support of professional training of university students, we understand a continuous process of studying, formation and improvement of professional activity of the teacher and students of the university, carried out by the subjects of the pedagogical process in situations of interaction. The purpose of psychological support of professional training of university students is to help students to fully realise their abilities, knowledge, skills and abilities to achieve success in professional and pedagogical activity.

## **METODOLOGY**

The process of psychological support of professional training of university students can be evaluated based on the criteria and indicators. Having studied the proposed literature sources, in our study we select the generally accepted criteria: gnostic, activity, motivational, as the most accurately reflecting, in our opinion, the specificity of the process. Gnostic criterion is determined by the indicators of the level of knowledge of the teacher, student: knowledge of the essence of the pedagogical process of higher education, its specifics; knowledge of psychological and pedagogical characteristics of the subjects of activity; knowledge of methods, forms, technologies of pedagogical activity; knowledge of pedagogical skills that ensure success in the professional activity of a teacher.

The activity criterion is determined by the level of skills and abilities of the teacher, student: the ability to demonstrate in practice the pedagogical skills that ensure success in the activity; the ability to fulfil in practice the psychological and pedagogical requirements for pedagogical activity; reflection of the activity, their qualities and skills. Motivational criterion is determined by the awareness of the social significance of pedagogical activity, personal interest in pedagogical activity, desire to realise oneself in it.

In the process of the research we considered it necessary to consider the features of the pedagogical university that influence the effectiveness of pedagogical activity and the possibilities of psychological and pedagogical support of professional training of student teachers. Among the peculiarities we distinguish the general ones for all higher education institutions, it is not always possible to influence them due to objective factors, but it is necessary to take them into account, and the private ones for pedagogical higher education institutions, which we influenced in the course of our research.

In our opinion, the common features for HEIs are: - low material support of teachers and HEIs; - frequent changes in the direction of development of the higher education system due to the difficult political and economic situation in the country as a whole; - short-term communication between teachers and students; - repetitiveness of teaching activity; - acmeological and androgological peculiarities (different age, work experience, different level of pedagogical knowledge, skills, abilities, skills, peculiarities of adult education, etc.).

Particular features for pedagogical universities are - specifics of staff selection of teachers (lack of teachers' psychological and pedagogical training, skills of work in the sphere of "human-human", motivation to improve psychological and pedagogical training); - lack of teachers' desire and interest in improving the pedagogical component of their professional activity; - lack of a well-established system of diagnostics of pedagogical skills, abilities and motivation to pedagogical activity; - lack of the ability to improve the pedagogical component of their professional activity; - lack of the ability to improve the pedagogical skills, abilities and motivation to pedagogical activity

We offer our model of psychological service in higher education institution. It is impossible to solve the problem of training a specialist in this or that professional sphere without a comprehensive system of psychological support, which, in turn, requires a clear organisational structure in the educational institution, engaged in this type of activity. The concept of our model of the psychological service in the university implies the creation of such an organisational model of the service of psychological support of the educational process, which will be able to adequately respond to the needs of the development of the educational environment of the university. The complexity of the tasks facing the psychological service to be created requires an appropriate status. We consider the following variant of the psychological service to be the most optimal - a university-wide structural subdivision of the Centre for Psychological Support of Students and Teachers. The main goal of the Centre's activity is to promote the implementation of humanistic goals of higher education, full personal and professional development of students in the educational process, preservation of mental health, psychological support and assistance to all subjects of the educational process.

The main objectives of the Centre are: - identification and classification of students' psychological problems, causes of their occurrence, ways and means of their resolution; - psychological support of junior students in adapting to educational and professional activities, in a new social and information environment; - assistance to students in determining their capabilities, based on abilities, interests, health status; - formation of students' ability to self-determination and self-development, learning motivation; - prevention and overcoming of deviations in social and educational activities; - support of students in adapting to the new social and information environment.

Providing psychological assistance to teachers in order to prevent professional burnout syndrome and develop motivation for pedagogical activity.

Domestic and foreign authors note a high level of neuropsychiatric disorders in students. The leading place in the structure of neuropsychiatric morbidity of students belongs to neuroses. Neurosis occurs on the basis of mental conflict, which is the result of interaction between psychotraumatic information and personality features against the background of insufficient defence mechanisms. Neurosis is considered as a disease of unsatisfied needs. As socio-psychological factors that cause emotional stress and lead to the emergence of neurotic disorders, we can name the student's disadaptation during the period of the beginning of educational and professional activity in a new educational and social environment. One of the characteristics that ensure psychological safety of the environment in the sphere of professional education is the presence of special conditions not only for professional but also for personal development of students.

More and more actual direction in the activity of the psychological service at the present stage becomes the provision of psychological health of the student's personality, which is the basis, the

foundation on which the process of professional development will be built. The main content of practical activity for the psychological service is psychohygienic support of the educational process.

It is necessary to take into account and prevent the main psycho-traumatic factors of student life during the period of adaptation to the conditions of education in the junior courses, psycho-correctional work with students who are not sufficiently included in the new environment, counselling and diagnostic assistance in case of conflict situations throughout the period of study.

## **RESULTS**

This work provides invaluable practical material for the improvement of the educational process by timely forecasting of actual tasks in preparing modern students for the rapidly changing socio-economic situation of society development. Creation of an effectively working organisational form of psychological service in a particular university is impossible without improving the normative and legal framework regulating its activities. We have also developed an organisational and pedagogical model of psychological and pedagogical support of professional activity of a young school teacher; we analyse the implementation of this process; we show the dynamics of changes in the attitude to pedagogical activity of teachers who took part in the experiment of our study. We have developed the content of the components of the organisational and pedagogical model traditionally distinguished by researchers: goals, functions, forms, methods, means, the content of activities by stages of the experiment and performance criteria. Psychological support of school teachers' professional activity is understood as a continuous process of studying, forming and improving the professional activity of a school teacher, carried out by the subjects of the pedagogical process in situations of interaction [6].

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