

The Problem of Psycho Correction in Pedagogical Activity

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Annotation: The article discusses the principle of unity of diagnosis and correction. Diagnostics not only precedes psychological impact, but also serves as a means of monitoring changes in personality, emotional states, behavior, and cognitive functions during correctional work, as well as a tool for evaluating it.

Key words: psychological correction, principles of correction, methods of diagnosis, individual approach, drawing up a correction plan.

Psychological correction is an activity aimed at correcting those features of psychological development that, according to the accepted system of criteria, do not correspond to the optimal model. In addition, psycho correction can be applied in situations of overcoming various kinds of difficulties, which ultimately ensures the full functioning of the individual. [1]

Psycho correction classes are closely related to the concept of "norm", which means that the main goal of psycho correction is to "return" or "pull" the client to the proper level based on their age and individual characteristics. [2]

The stages of psycho corrective work include:
a conversation.

Psycho diagnostics.

making a forecast.

drawing up a correction plan;

evaluation of the program's effectiveness.

Correction methods depend on which school the specialist belongs to, so they can be quite "conditionally" divided into existing areas in psychology, which will be described in detail below.

Psycho correction is planned and performed by the psychologist himself. Depending on the form of organization of psychological correction, the following types are distinguished: individual, microp-group, group and mixed. [3]

Individual psycho correction involves working with the client one - on-one in the absence of strangers, in this case, confidentiality, intimacy of relationships, deeper and more effective work is ensured.

The micro group form of correction involves working in groups of 2 people, usually with similar developmental problems.

The group form of psycho correction consists in purposeful use of group dynamics, the whole set of relationships and interactions that arise between group members. When solving some problems, such as those that arise in the field of communication and interpersonal interactions, participation in psycho corrective groups is more effective than individual work. [7]

The mixed form combines the advantages of individual and group correction and allows for a comprehensive approach to problem solving.

The program of psychological correction is compiled on the basis of psychological recommendations in cooperation with teachers, educators, classroom teachers or parents, depending on who will continue to deal with the child.

Another form of correctional and developmental work is psychological impact itself, which includes psycho correction, counseling work, and social and psychological training. [4]

The development and construction of psycho correction programs is based on the following principles:

The principle of unity of diagnosis and correction. Diagnostics not only precedes psychological impact, but also serves as a means of monitoring changes in personality, emotional states, behavior, and cognitive functions during correctional work, as well as a tool for evaluating it.

The principle "Normativity" requires taking into account the main patterns of mental development, the sequence of successive age stages. Based on this principle, the age norm is taken into account and a prototype of the child's future development is built.

The "top-down" correction principle formulated by L.S.Vygotsky, is determined by the leading role of learning for the psychological development of the child.

According to this principle, the main content of psycho corrective work is the creation of a zone of immediate development of the child's personality and activity, with the aim of actively forming what the child should achieve in the near future in accordance with the requirements of society. [5]

The principle of taking into account the individual and personal characteristics of the child determines the need for an individual approach when choosing goals, tasks, methods and programs of psycho corrective work. The uniqueness of each individual makes it impossible to apply a single template of psycho correction to all children.

The principle of consistency, first of all, requires taking into account the complex systemic nature of psychological development in ontogenesis, hetero chronicity, and the different timing of maturation of various mental functions with advanced development of some in relation to others.

Operating principle. Relying on leading activities and varying various types of activities: procedural, productive, educational, labor, joint, communication as a specific form of activity - make the process of psycho correction productive and effective, arousing the interest of the child, determine the motivational aspect of psycho correction impact. [5]

Methods of diagnostics of psychological and pedagogical deviations of a child include: observation method, experimental research, experimental and psychological methods.

Using the observation method, it is possible to assess such components of the child's activity as the presence of obsessive or stereotypical actions, the manifestation of anxiety, the presence of pronounced affective and emotional reactions. Observations allow us to find out how developed the child's self-service skills are, how neat he is in clothes, how he treats errands, what mood background prevails, what are the features of motor development.

Such information becomes the basis for further in-depth study of the child. The method of observation can provide interesting additional information not only for psychologists, but also for clinicians. [6]

Experimental research.

As you know, with the help of ascertaining research methods, it is impossible to obtain a long-term prognosis of a child's development. Advanced Hp.C. Vygotsky's position that learning leads to development has led to the creation of various variants of educational experiments that make it possible to predict a child's development more objectively.

In some cases, elements of training are included in the process of psychological experiment itself, while in others; a combination of a ascertaining experiment (more often a test one) takes place with training aimed at obtaining new knowledge and skills, mainly in special areas, which allows you to professionally orient the child. With this research scheme (test-training-test), the learning effect gets a certain quantitative expression.

It is clear that the more detailed the learning process itself is, the more information the psychologist receives about the difficulties and opportunities of the examined child, the more meaningful are his correctional recommendations and prognostic assessment.

Experimental and psychological methods.

Among them, such techniques as "Cubes Koos", "Excluding items", "Sequence of events", "Indirect memorization according to Leontiev", "Pictogram", etc. Many of these techniques have modifications for different age groups. Some methods are adapted for people with visual and hearing impairments. [7]

It should be borne in mind that with the help of each of the experimental methods, material can be obtained that makes it possible to judge many different features of the psyche. For example, "Pictogram" allows you to draw conclusions about memory, abstract thinking, and personal

characteristics. There are few techniques that focus on studying only one process. This is very important to take into account when selecting tasks for the child's examination. Thus, a psychologist must be proficient in all experimental psychological techniques, since they are the main methods for studying disturbed mental activity.

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