

PSYCHOLOGICAL SUPPORT IN THE FEDERAL STATE EDUCATIONAL STANDARD IMPLEMENTATION

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Abstract: The article is devoted to the problem of the educational transfer to the new education standards in Russia. The authors think that the most important thing in the educational process is the psychological development of students. That means that the role of the psychologist in the educational process grows up.

Keywords: The Federal State Educational Standard (FSES), the pupil's psychological development, psychological and pedagogical support, social situation of development, universal learning actions.

In 2011 the Russian primary education system switched to the new educational standards - "The Federal State Educational Standard (FSES) of the second generation". The Federal State Educational Standard of the second generation is a social agreement between the family, the society and the state. The cultural, personal and cognitive student's development have become the main objective of education. The new Educational Standard is distinguished by its aiming at personal results, not subject results. The most important is not the accumulated knowledge, but the child's personality and the changes that it undergoes in the education process.

The new Educational Standard emphasizes a significant role of Educational psychologists in the implementation of the new generation. The psychologist serves as a connecting link between pupils and their parents, teachers and the administration, and between a family, an educational institution and partially the state. Psychologists are entrusted with studying general group and individual

tendencies and characteristics; developing recommendations based on activity monitoring; enhancing the psychological competence of the education process participants (teachers, parents and learners).

The new educational standards suggest that the content of education consists in personal development which provides for universal learning actions formation. Pupils need to learn how to put the acquired knowledge and skills into practice. The term ‘universal learning actions’ used in a broad sense means ‘abilities for learning and development’.

The main types of universal learning actions correspond with the major goals of general education and include four clusters:

- personal;
- regulatory;
- cognitive;
- communicative.

Personal universal learning actions.

Children must accept social standards of behaviour and learn to adequately assess themselves and their actions. It is essential to develop their sense of patriotism. In order to be able to empathize with others, help their families and friends and respond to their needs, children need to learn to understand what their classmates, friends or relatives feel in different situations. They need to be able to see when a person requires emotional support or another kind of help.

Regulatory universal learning actions.

A person must have a set of regulatory actions in order to successfully exist in modern society; it means being able to set goals, plan one’s life, foresee probable situations. At school children are taught to solve complicated mathematical calculations and problems, but they are not encouraged to master the ways of overcoming everyday problems in real life.

Communicative universal learning actions.

Apart from obtaining knowledge at school, children also learn to interact. In most cases they simply follow their instincts, which sometimes entails negative consequences. It is important to purposely teach pupils to defend their opinion,

present valid arguments in order to persuade the interlocutor, and also be able to agree with an opponent. Children need to be taught how to establish friendly relationships in a community, to solve conflicts and to help each other.

Cognitive universal learning actions.

Children learn to cognize and explore the world. Not only do they master general learning actions (setting a goal, processing information, modelling a situation), but also logical operations (analysis, synthesis, comparison, classification, argumentation, hypothesis etc.).

Children's involvement in studies is sustained by research and project activity as well as by creating a child's portfolio which allows to track his or her achievements.

The Federal State Educational Standard indicates what exactly children must learn at every stage of the education process. The Standard establishes three groups of education results: personal, meta-subject and subject results. It is the teacher who is responsible for subject results; and meta-subject and personal results are the psychologist's concern.

Before the FSES was adopted, the school psychologist's activity included the following tasks: psychological prevention, psychological education, psychodiagnostics, educational and psychocorrective work, psychological counselling. Today it centers around psychological and educational support for the basic education programme.

The FSES charges psychologists with new tasks:

1. Creating a system of psychological support for the new standards introduction into the education process.
2. Developing criteria and methods of assessment of meta-subject and personal competences development (universal learning actions monitoring).
3. Developing a system of further training for teachers and educating parents in the area of meta-subject and personal competences development.

According to the basic principle of a psychological support system, school, family and society must be consistent in the requirements they impose on a child.

The efficiency of an educational psychologist's activity in the system of psychological and educational support for pupils' development in the education process depends on the coherence in the goals and targets of psychological and methodological work departments, and their interaction with the administration.

Psychological support aims at creating a social developing situation which corresponds to the learner's personality and provides the right psychological environment for successful learning, health care and personal development of pupils, their parents (legal representatives), educators and other participants of the education process.

Psychological support handles the following tasks:

- increasing the education process participants' competence in providing psychological support within the FSES implementation;
- implementing the programmes that correspond to the FSES requirements and ensure psychological support of a personality in education;
- elaborating the nature and forms of educational psychologists' professional communication and activity in the systemic and activist approach;
- creating special social and psychological conditions for successful formation and development of pupils' universal learning actions;
- organizing psychological support for learners' extracurricular activity including their spiritual and moral education and development.

The content of a psychological work department's activity in the FSES implementation at primary and secondary school levels.

1. Interaction with the administration. Increasing the psychological competence of educational institution administration concerning the FSES implementation issues.

Activities:

- interaction between the psychologist and the administration in planning and analyzing activities;
- participation in expert and creative groups for basic education programmes development;
- basic education programmes development;
- recommendations on staff placement in the FSES implementation process;

- development of methodological recommendations on the FSES implementation;
- formulation of recommendations on how to create a tangible environment in an educational institution.

2. Interaction with the pedagogical staff. Developing the teacher's psychological culture in the FSES implementation.

Activities:

- stimulating a teacher's interest in self-discovery, self-development and self-perfection in the FSES issues;
- creating a favourable environment for teachers to master the systemic and activist approach;
- developing methodological tools to evaluate teachers' readiness for the transition to the new FSES;
- developing games and training sessions on improving activity-related skills and fulfilling the teacher's creative potential;
- coordinating all the participants of the education process to guarantee an effective implementation of the basic education programme.

3. Interaction with children. Pupils psychological support in the FSES implementation at primary and secondary school levels.

Activities:

- developing universal learning actions (personal, communicative, cognitive, regulatory);
- developing, testing and introducing universal learning actions monitoring;
- preventing all possible complications in psychic and personal evolution within the FSES implementation;
- creating individual education paths and correctional programmes;
- eliminating negative psychological factors in the educational environment and family;
- providing continuity to the basic education programme.

4. Interaction with parents. Cooperation with the family in the FSES implementation.

Activities:

- psychologically educating parents in the questions connected to the FSES: 6ounseling meetings, talks, lectures and seminars, workshops and training sessions on this topic;

- individual or group 6ounseling for parents on the problems of the child's development and the teaching particularities within the basic education programme implementation;

- stimulating parents' involvement in psychological knowledge and its practical application, as well as parents' desire to use this knowledge while interacting with their children and in order to improve their action-related skills;

- encouraging reflexive communication between parents and children;

- surveying parents in order to discover what questions and demands they have concerning the FSES.

Thus, all the major activities of a psychologist are counseling within the psychological and educational support programme. It must be noted that psychological and educational support is not considered solely the sum of correctional and developing working methods, but rather a complex technology and a distinct culture of support and assistance enabling the education process participants to solve development, education and socialization problems.

The educational psychologist employs both group and individual forms of work: a lesson (developing or correctional) with training technology elements, psychological training, masterclasses, round-table discussions, talks and workshops, seminars, counseling, psychological games and lessons, self-diagnostics (educational diagnostics), the psychology week, a psychological (intellectual) marathon, a social (educational) project.

While using different methods for the achievement of certain goals (developing or correctional), the educational psychologist simultaneously forms the pupil's universal learning actions. Creative group work allowed to systemise various games and exercises each aiming for a specific psychological target (attention development, for instance) and universal learning actions formation. A

creative group of educational psychologists of Magnitogorsk presents the most well-known psychological games and exercises that are used in our work.

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