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ОРГАНИЗАЦИЯ ПСИХОФИЗИОЛОГИЧЕСКОЙ ПРАКТИКИ НА ФАКУЛЬТЕТЕ КЛИНИЧЕСКОЙ ПСИХОЛОГИИ – ПРИМЕР РЕАЛИЗАЦИИ РЕЗУЛЬТАТИВНО-ОРИЕНТИРОВАННОГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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Аннотация. В статье рассматривается вопрос организации результативно-ориентированного профессионального образования в ходе подготовки клинических психологов. Авторы обращают особое внимание на методически правильное отношение профессорско-преподавательского состава вузов к формулированию целей обучения. В соответствии с утвержденным ФГОС ВО по специальности 37.05.01. «Клиническая психология», в котором задана компетентностная модель будущего профессионала-психолога, особое значение приобретает способность преподавателя обеспечить студентам закрепление и практическое применение осваиваемого материала. С этой целью актуализируется «студентоцентрированный» методический подход предполагающий достижение запланированных результатов образования всеми обучающимися.

В статье подчеркивается, что сосредоточение профессионального образования на результатах обучения – ключ к принципиальному изменению позиции студента, «рождение» активного субъекта собственного учения. Грамотно и методически точно поставленная цель, понятно представляющая участникам образова-

тельного процесса «ожидаемые» результаты, становится диагностичной целью. Впоследствии, освоенные студентами профессиональные действия легко опознаются и оцениваются, как ведущим преподавателем и обучающимся, так и внешним экспертом.

Авторы статьи кратко описывают лаконичную двухэтапную технологию работы с диагностичными целями, которая легко переводит ожидаемые результаты в персональные образовательные цели даже недостаточно мотивированных студентов. Весьма перспективным и ресурсным инструментом при реализации «студентоцентрированного» подхода является практика.

В ходе подготовки специалистов на факультете клинической психологии ФГБОУ ВО РязГМУ Минздрава России несколько лет реализуется психофизиологическая практика. Основная цель введения психофизиологической практики – системная практическая подготовка студентов к ведению профессиональной деятельности в качестве специалиста по оптимизации психоэмоционального состояния.

Педагоги подробно описывают дидактические основы и методические условия осуществления психофизиологической практики на факультете клинической психологии. Анализ проведенных эмпирических исследований иллюстрирует важность, перспективность и результативность данной практики и обосновывает уместность этого этапа подготовки как в становлении эффективного будущего специалиста, так и в формировании активного, результативного субъекта, владеющего навыками целенаправленной саморегуляции.

Ключевые слова: результаты образования, компетентностная модель, диагностичная цель, производственная практика, психофизиологическая практика, «студентоцентрированный» подход, целенаправленная саморегуляция, психоэмоциональное состояние, вегетативный коэффициент, стандартное отклонение от аутогенной нормы, нервно-психическая напряженность, целесообразная активность.

ORGANIZATION OF PSYCHOPHYSIOLOGICAL PRACTICE AT THE FACULTY OF CLINICAL PSYCHOLOGY – AN EXAMPLE OF IMPLEMENTATION OF A RESULT-ORIENTED PROFESSIONAL EDUCATION

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Abstract. The article deals with the issue of organizing effective vocational education during the preparation of clinical psychologists. The authors pay special attention to the methodologically correct attitude of the faculty of universities to the formulation of learning objectives. In accordance with the approved FSES HE specialty 37.05.01. “Clinical psychology”, in which the competence model of the future professional psychologist is set, the teacher’s ability to provide students with the consolidation and practical application of the material being mastered takes on particular importance. To this end, the «student-centered» methodical approach is assumed, which assumes that all students are achieving the planned results of education.

The article emphasizes that the focus of vocational education on learning outcomes is the key to a fundamental change in the student’s position, the “birth” of an active subject of his own studying. A competently and methodically precisely set goal, clearly representing the participants of the educational process “expected” results, becomes a diagnostic target. Subsequently, the professional activities mastered by the students are easily recognized and evaluated, both by the leading teacher and students, and by an external expert.

The authors of the article briefly describe a concise two-stage technology for working with diagnostic targets, which easily translates the expected results into personal ed-

educational goals of even insufficiently motivated students. A very promising and resource tool in the implementation of the “student-centered” approach is practice.

During the training of specialists at the Faculty of Clinical Psychology of the Ryazan State Medical University named after academician I.P. Pavlov, in addition to the mandatory types of practices specified in the Federal State Educational Standard of Higher Education in the specialty 37.05.01. “Clinical Psychology” has been implementing psycho-physiological practice for several years. The main goal of introducing psycho-physiological practice is systematic practical preparation of students for conducting professional activity as a specialist in psycho-emotional state optimization.

Teachers describe in detail the didactic foundations and methodological conditions for the implementation of psycho-physiological practice at the Faculty of Clinical Psychology. The analysis of the conducted empirical studies illustrates the importance, perspectivity and effectiveness of this practice and substantiates the relevance of this stage of preparation both in the development of an effective future specialist and in the formation of an active, efficient subject possessing the skills of purposeful self-regulation.

Keywords: educational results, competence model, diagnostic goal, work practice, psycho-physiological practice, “student-centered” approach, purposeful self-regulation, psycho-emotional state, vegetative coefficient, standard deviation from the autogenous norm, neuro-psychological tension, expedient activity.

Modern didactic tendencies in higher education unambiguously emphasize the “focus” on the expected results of education. Designing a successful educational process in the process of obtaining a profession is necessarily modeled on the basis of intermediate (immediate) and final results of education [1].

The final results imply the intensive development of intellectual and personal qualities, the formation of a certain worldview, the design of a graduate's value system. These results are not specific, have a probabilistic nature, unpredictably affect one another

and are strongly delayed in time. The purpose of obtaining the results of this type is to provide a person with a prosperous and happy future life, filled with successful performance of various life roles – a citizen, employee, defender of the homeland, family man, parent, consumer, etc.

The direct results of education, on the contrary, are more specific and definite, they become the closest professional perspectives for students, and it is precisely on their formation that teachers work hard every day during the educational process. The core of the system of direct educational results is the competences of the graduate, based on his specific practical experience, the ability to effectively act professionally, to cope, to create [2].

Obviously, the doctrine becomes a meaningful process in a higher education institution, since the end point of this student activity is precisely the acquisition of a graduate competency model – the creation of a professional specialist. Consequently, teaching is shifting from a perennial “pedestal”. Today, what the student has learned and learned to do is much more important today, and not what the teacher “gave, presented”. It is paramount and significant as the teacher designs and provides students with the consolidation and practical application of the material being mastered [3].

The current “student-centered” methodical approach implies that all students achieve the planned educational results. The goal, on the one hand, is logical and understandable for teachers, but, on the other hand, it requires serious modification of their own professional position, changes in technology and meanings of daily pedagogical work [4].

The overwhelming majority of high school teachers are sincerely convinced that the student who entered the university is ready to overcome difficulties in the educational process, patient, inquisitive and consistently hardworking, as he chose this or that professional activity at will. Thus, it is completely inappropriate to carefully take care, even to “take care of”, an independent, responsible, motivated student in moving towards acquiring the necessary general cultural, general professional, professional and

professional-specialized competencies. The cult of studying the initial level of knowledge, monitoring the individual pace of advancement in educational activities, ensuring the individualization of training for each student are still the exception rather than the rule in higher education. The stream-group organization of the educational process at a higher education institution also does not provide the necessary conditions for a “student-centered” approach.

We emphasize that the focus of vocational education on learning outcomes is the key to a fundamental change in the student’s position, the “birth” of an active subject of his own studying. In particular, at the first stage of the design of the educational process, the teacher clearly formulates the expected learning outcomes, at the second, before the beginning of the direct educational process; the teacher introduces the students in detail with these results. Such a laconic two-stage technology easily translates the expected results into personal educational goals of even insufficiently motivated students.

Expected results briefly and clearly formulated in didactics are called diagnostic purposes, since the professional actions mastered by students can be easily identified and then evaluated both by the leading teacher and by an external expert. In turn, the pedagogical control and assessment of the development of the educational program become more “meaningful”, certain, objective, therefore, able to effectively perform regulatory and adjustment functions in the educational process.

V.I. Blinov describes several rules that define a diagnostic target:

- A so accurate description of the predicted learning outcome is given, that it can be unmistakably identified among any others;
- There is a way, a “tool”, a criterion for the unambiguous allocation of this result;
- There is a rating scale based on measurement results [1, p. 21].

A very promising and resource tool in the implementation of the above described “student-centered” approach becomes practice. Competent organization of the content of vocational-oriented education always begins with the development of practical programs, on which a full range of curriculum programs providing theoretical training is

then built. It is obvious that in this case, only the knowledge and skills necessary for successful and effective professional activity in the mastered specialty are selected in the content of the training courses. Thus, the primary task of designing the content of results-oriented education is a competent specialist, this definition and detailed methodological support of the necessary and sufficient set of student practices.

In the course of training specialists at the Faculty of Clinical Psychology of the Ryazan State Medical University named after academician I.P. Pavlov, in addition to the mandatory types of practices: educational, industrial (pedagogical, research, undergraduate) regulated by the Federal State Educational Standard of Higher Education (FSES HE) in the specialty 37.05.01. "Clinical psychology", psychophysiological practice has been implemented for several years. The FSES HE gives an opportunity to introduce additional types of practice to those that are necessarily carried out [5].

Work experience in obtaining professional skills and professional experience (psycho-physiological) is designed for third-year students and is conducted on the basis of the Ryazan State Medical University named after academician I.P. Pavlov at the Center for Practical Psychology, where the polysensory laboratory, psychodiagnostic laboratory, psychological laboratory and psychological laboratory function training.

Laboratory equipment fully allows students to acquire the skills of purposeful self-regulation of functional and emotional states necessary to maintain good physical, mental, social, and psychological health. Licensed software tools: the Psychometric Expert 8 multifunctional computer diagnostic system, the Timocco training and psychological correction system for children with video control, the Effecton mental self-regulation complex, the Volna and Status educational feedback and biofeedback programs, a set of audio-visual psychocorrection programs (A-MIC-programs) «SANATA», the method of integrated diagnostics and correction (IDICS), express diagnostics of health and functional state (MP Moroz Method) create a rich professional educational environment for future clinical psychologists, where they form an extensive set of practical skills, abilities, and competencies in relatively short terms.

The main purpose of the introduction of psycho-physiological practice is a systematic practical preparation of students for professional activities as a specialist in the optimization of psycho-emotional state. At the same time, this is an important educational period for the formation of the necessary skills and abilities that ensure the effectiveness of relations with the client, the patient and his family in the course of prevention, development and rehabilitation.

The stage of psychophysiological practice in combination with other practices makes it possible to prepare a modern, qualified, competitive, computer-instrumental, stress-resistant and creative clinical psychologist. The skills and skills acquired in psychophysiological practice are widely demanded in various types of activities of a clinical psychologist:

- Advisory and psychotherapeutic activities (interaction with people to create a “therapeutic environment” and an optimal psychological climate; conducting primary and secondary prevention of neuropsychiatric and psychosomatic disorders);
- Psycho-educational activities (dissemination of information on the role of psychological factors in maintaining and preserving mental and physical health; preparing programs aimed at preserving and promoting health; programs of early psychological support for at-risk groups);
- Project-innovation activity (psychological support of innovations aimed at improving the quality of life, psychological well-being and health of people) [5].

Psychophysiological practice provides third-year students studying specialization

No.1 “Psychological support in emergency and extreme situations” with a willingness to effectively apply ways to improve the system of self-regulation with the aim of preventing professional burnout syndrome of a counselor and specialist in extreme profile.

Students who master specialization No.3 “Pathopsychological diagnostics and psychotherapy” can actively include the developed practical skills in the development and implementation of personality-oriented and socially-oriented psychotherapy, correction

and rehabilitation programs; and interacting productively and competently with mental health professionals.

Those students who prefer the specialization No.4 “Clinical and psychological assistance to a child and a family” can apply the professional skills obtained at the stage of psychophysiological practice, in the implementation of diagnostic, psycho-prophylactic and psycho-correctional work with the family of a child with health deviations; as well as in cooperation with employees of medical and educational institutions, in connection with solving the tasks of psychological assistance to a child and family [5].

The list of practical skills (diagnostic purposes) that a student needs to master:

1. Preparation of an individual basic program aimed at optimizing mental performance (software “Effecton”), which includes a set of necessary exercises from the basic sections of the exercise complex of the Comfort simulator.
2. Drawing up an essay on the topic of BFB-technologies on materials of the Social Sciences Ebook Subscription database in Russian based on articles, abstracts and books in the intermediate language (English).
3. Conducting a comprehensive session to optimize mental performance (software “Effecton”) with the use of a set of exercises of the Comfort simulator.
4. Preparation and conduct of health-saving training on the formation of diaphragmatic respiration on the FBU “Wave” apparatus.
5. Formation of a target set of slides, audio and video files for individual health-saving rapid training on setting the diaphragmatic type of breathing.
6. Formation of a phrenic-relaxation type of breathing using the device of the functional biocontrol “Wave”.
7. Application of the skill of diaphragmatic relaxation breathing without the use of biofeedback.
8. The calculation of the “vegetative coefficient” (VC).
9. Calculation of the “Total Deviation from the autogenous norm” (TD).

10. Determining the sequence of health-saving trainings with the use of various BOS devices based on sensory preferences.
11. Skill of drawing up a detailed conclusion on one's own actual state of affairs based on interpretations of the methods passed on the diagnostic system Psychometric Expert 8.
12. The skill of selecting the optimal set of techniques, allowing to make a reliable conclusion about the current state of the client.
13. Skill of drawing up a short program of self-regulation skills training in a group.
14. Mastering the basics of video management when working on the agro-industrial complex "Timokko".
15. Mastering ways to induce a trans-meditative state.
16. Skill of immersion in the state of auto-training.
17. Skill of conducting hetero training.
18. Skill wording formulas self-hypnosis.
19. Skill immersion in visualization.
20. Skill immersion in a meditative state.
21. Work skill in the sensory room.

Experience shows that each of the designated diagnostic goals resonates among students of the Faculty of Clinical Psychology. So, every year with the express diagnostics of students on the first day of practice, we get very revealing results. Students perform the test of M. Lyusher, manually ranking eight color cards, starting with the most "beautiful" color, and then process the elections according to the formulas of A.I. Yuriev and K. Shiposh [6]. As a result, each student counts for himself two coefficients – TD and VC.

TD (total deviation from the autogenous norm) assesses the level of unproductive neuropsychic tension ranging from 0 to 32 points, which are subsequently converted to standard points and predict 5 levels of students' effectiveness and productivity [7].

VK (vegetative coefficient) shows the tendency of the subject either to mobilization and activity, or to passivity and inaction [8]. Similarly, with the calculation of CO, raw scores are converted to standard values, which determine one of four possible levels.

The results of the students in the current academic year are very convincing and eloquent.

In analyzing the CO data, the course was divided into two groups. The first group made up 35.8% of students; there were students of the first and second levels. The second group turned out to be significantly more – 64.2%; students with the third, fourth, and fifth levels of CO entered it.

It should be emphasized that students of a smaller group are characterized as active, optimistic, with high efficiency, ready to “gather” successfully in extreme situations and act with developed willful self-control, adequately emerging from stressful situations. The level of unproductive neuropsychic tension of such students is negligible. Obviously, working in the educational process with representatives of a smaller group is more interesting and easier.

Representatives of the second group, unfortunately, line up from the average level of unproductive neuropsychic tension to pronounced tension. Students with an average level of the indicator – 46.4% are about half of the student’s course.

The young men of the second group are characterized by a low potential for expedient activity. They are able to overcome fatigue with an effort of will, but after that their working capacity decreases for a long time. Increased excitability, anxiety, and uncertainty are the basic components of the general emotional background of students. Disruption of activity and behavior are frequent attributes of stressful situations. The lack of a stable hierarchy of motives can make the situation worse. Students become reactive and unfocused, living with a premonition of trouble, powerlessness and lack of desire to do something. Therefore, in order to preserve health and performance, they are

in dire need of a clear division of work and rest times, which is the most elementary self-regulatory skill.

In analyzing the VC, we also conditionally divided the student audience into two groups, significantly different from each other. However, to our surprise, the percentage ratio was exactly the same. In particular, the first group accounted for 35.8% of the total flow of students. Those were only students with a third level of VC.

This level implies optimal mobilization of physical and mental resources, installation on active activities. The behavior of students in extreme situations is characterized by high speed of orientation and decision-making, expediency and success. Physiologically, this corresponds to the dominance of the sympathetic division of the autonomic nervous system. It is this indicator of VC that is characteristic of the “ideal” student with strong professional motivation.

The second group consists of the first, second and fourth levels of the VC. Inside the group were guys with a wide variety of traits, including opposing characteristics, however, in our opinion, the lack of an optimal level of activation is a sign that is appropriate as a basis for the formal association of students.

It is important to note that out of 64.2%, strictly 50% of third-year students found the second level of VC. Typical characteristics of these students are moderate needs for recovery and rest, optimizing the expenditure of forces, the ability to achieve success in activities only in calm and comfortable conditions, a noticeable decrease in orientation and slowness in making the necessary decisions when the situation changes rapidly. There is obviously the dominance of the parasympathetic division of the autonomic nervous system.

The first and fourth levels of VC collected 14.2% of the total number of third-year students, moreover, in equal ratios of 7.1% each. These are extreme groups of VCs, for the first one deprivation, chronic overwork, lack of desire to act are actual. These students react passively to difficulties are not ready for tension and adequate actions in

stressful situations. As a result, they require diverse and voluminous rehabilitation measures, the development of health-saving technologies.

Students with the fourth level of VC, on the contrary, are excessively fussy, excited, they demonstrate motor activity, which does not lead to a result, except for the reduction of tension. In difficult situations, impulsiveness, impatience, reduced self-control, rash acts are manifested. Under extreme conditions, low efficiency of action and panic reactions are most likely. Such students are in dire need of diverse relaxation and soothing procedures.

Moreover, diagnostics by other test methods, which are mastered in the course of practice, only reinforces the results obtained. The most frequent resumes in student reports on the analysis of the current psycho-physiological state are: “increased level of anxiety”, “increased level of stress”, “average level of activity”.

In the context of these statements, the value of the stage of psychophysiological practice is difficult to overestimate. The implementation of all diagnostic goals provides students with the skills and abilities not only of the future successful clinical psychologist-practitioner, but allows them to master the methods of self-regulation that optimize the current state of each student. Students are involved in direct work “on themselves”, learn to listen to their body. Purposeful self-regulation opens up practical possibilities for the effective management of their own mental states, communication, learning, and behavior in general [9]. The arbitrariness, awareness of this process qualitatively changes the individual activity of the subject, increases the effectiveness of the vital activity and psychological competence of the future specialist.

In student essays on the results of psycho-physiological practice, two general tendencies are common for all informants:

- It is positive, I have learned about various means of self-regulation, mastered them at the initial level, I realized that I would be able to fully program my activity, monitor and correct the results, so I continue to train;

- I plan and am ready to use the obtained skills in future professional activities. It would be interesting to conduct research in this direction and consolidate the skills of a specialist, organizing health-saving trainings on the formation of self-regulation skills among representatives of different age groups.

Thus, the orientation of higher education on the result, understandable and relevant to the student, qualitatively changes the training, allows to minimize the complexity of the activities of both teachers and students, and improve the professional level of future professionals.

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