10 PSYCHO-EDUCATIONAL SUPPORT AND DEVELOPMENT OF PEDAGOGICAL SKILLS OF TEACHERS IN HIGHER EDUCATION INSTITUTIONS WITH SPECIAL LEARNING CONDITIONS

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ABSTRACT

Chapter 10 proves that the knowledge and consideration of subjective, i.e. internal mental and psycho-pedagogical personal characteristics is of particular importance in the process of professional training of the future police officer. From such positions, the essence and features of psycho-pedagogical support and development of pedagogical skills of teachers of higher education institutions with special learning conditions are specified. An analysis of the development of methodological principles and methodological specifics of psycho-pedagogical support and the development of pedagogical skills of teachers of higher education institutions with special learning conditions was carried out; the main directions of implementation of psycho-pedagogical support of teachers are determined, with the coverage of theoretical provisions, methods and psycho-pedagogical technologies; on the example of practical-research work, the specifics of the implementation of a psycho-pedagogical workshop for teachers of higher education institutions with special learning conditions are highlighted; the importance and prospects for the introduction of a system of psycho-pedagogical support and the development of pedagogical skills of teachers of higher education institutions with special conditions of learning based on a synergistic approach are determined.

KEYWORDS

Pedagogical skills of a teacher of higher education, advanced training of scientific and pedagogical staff, quality of education, psycho-pedagogical support, interaction, self-organization, self-development, practicum.

INTRODUCTION

Provision of the National Police bodies with highly qualified employees capable of effectively solving the assigned tasks is not only based on the need to equip police officers with a complex of professional knowledge, abilities and skills, but also involves the formation of their psychological and pedagogical competence within the limits of professional training, as a set of moral, psychological, professional, psycho-physiological, socio-psychological and individual-personal characteristics, properties and qualities that correspond to the specifics of operational-service activity and act as an internal condition for its successful implementation [1]. The modern realities of police operation in the conditions of military operations require the improvement of professional psychological and

pedagogical training of police officers, where the necessary direction, in our opinion, is the development and implementation of *psycho-pedagogical support and a special course on the development of pedagogical skills of teachers of higher education institutions with special learning conditions* in the system of professional training of police officers. The designated special course in accordance with Art. 72 of the Law of Ukraine "On the National Police" [2] is expedient to teach within the framework of: primary professional training; training in higher education institutions with specific study conditions; post-graduate education and professional training in general as a system of measures aimed at consolidating and updating the set of professional competencies taking into account the operational situation, specifics and profile of operational and service tasks of police officers.

As evidenced by modern research in the aspect of studying the regularities of the human brain by Daniel Goulman [3], Richard Mendius [4], etc., the very nature of the human brain contains such properties and qualities that give reasons to consider them as *ontological*. Namely: the constant focus of the human brain on the endless knowledge of the Universe and its improvement, the initial ability to self-encourage for the successful realization of elementary natural qualities of an individual. After all, a person embodies all the results of its activity of spiritual and ethical content and meaning in real material products. It, relying on its own worldview, properties and abilities, thanks to which it immediately senses order or chaos, harmony or disharmony in any object and phenomenon encountered on the life path of a person and immediately aims, at first ideally, at eliminating or overcoming chaos or disharmony.

For decades, consciousness and subconsciousness were considered by researchers mostly as something secondary, secondary, they were supplanted and filled with the so-called "correct worldview", weightless ideals (the assimilation of which caused quite severe consequences), false symbols, slogans, utopias, illusions, emotions (for example: horror, thoughtless enthusiasm, deep satisfaction, etc.), not connected with the process of personality development [5]. Therefore, knowledge of its subjective, i.e., internal mental and psycho-pedagogical personal characteristics is of particular importance in the process of professional training of the future police officer.

The above determined **the aim**: to reveal the essence and peculiarities of psycho-pedagogical support and *development of pedagogical skill of teachers of higher education institutions with special learning conditions*. To achieve this goal, the following **tasks** were gradually solved:

— carry out an analysis of the state of development of methodological principles and methodological specifics of psycho-pedagogical support and *development of pedagogical skills of teachers of higher education institutions with special conditions of study*;

— specify the essence of psycho-pedagogical support and the main directions of its implementation, highlighting theoretical provisions, methods and psycho-pedagogical technologies;

— on the example of practical research work, to explain the specifics of the implementation of a psycho-pedagogical workshop for *teachers of higher education institutions with special learning conditions*;

— determine the importance and prospects for the introduction of a system of psycho-pedagogical support and *the development of pedagogical skills of teachers of higher education institutions with special learning conditions* based on a synergistic approach.

The methodological basis of the study is determined by:

— provisions on the general connection, interdependence and integrity of the phenomena and processes of the development of society, a holistic approach to the social essence of the individual as a subject of development;

— philosophical ideas of the unity of the world and the unity of scientific knowledge;

— social and psychological-pedagogical works, which present: the interpretation of the synergistic approach, which is based on the ideas of non-linearity, the integrity of the perception of the world;

— concepts of self-actualization, self-development and self-realization of the individual in the process of professional activity;

— principles of the relationship between theory and practice;

— methodological approaches of comparative pedagogy to the study of educational phenomena abroad in relation to social and cultural contexts, in terms of national and world transformations.

A multidisciplinary method is applied on the basis of a general scientific synergistic approach, which is ensured by the unity of efforts of teachers, psychologists, social and medical workers; organic unity of diagnosis of the problem and the subject's potential for solving it, informational search for acceptable ways, construction of an action plan and primary assistance in its implementation.

PSYCHO-PEDAGOGICAL SUPPORT AND DEVELOPMENT OF TEACHERS' PEDAGOGICAL SKILLS

The general scientific methodological synergistic approach fills with new meaning and the need to emphasize all that scientific thought has given for practical application in modern education, science, economy, and politics. Since such modeling is associated with social self-organization, and the general theory of social self-organization is closely related to synergistic philosophy, for a qualified explanation of the prerequisites for the development of psycho-pedagogical support and *the development of pedagogical skills of teachers of higher education institutions with special learning conditions*, it is necessary to explain the essence of the synergistic approach itself.

The ancient Greek understanding of the concept of *system* (greek "συστημα" — the connection of many parts into a single whole) begins with the statement of mutual relations. That is, in essence, it defines the modern postulate about moving matter. For the first time, the definition of the concept of "self-organizing system" was used by the English scientist William Eshbi (1947) [6]. In 1948, the researcher constructed *a homeostat* (greek "όμοιος" — same, similar and "στάσις" — state, immobility) — a self-organizing system that models the ability of living organisms to maintain certain values (for example, body temperature) within physiologically acceptable limits. Such a system can, to a certain extent, adapt its behavior forms to a stable equilibrium with the environment in case of some randomness in the internal structure (for example, when changing parameters, connections with the environment).

A broader study of self-organization began at the end of the 1950s in connection with the search for new principles for the construction of technical devices that are endowed with high reliability and are capable of simulating various aspects of human intellectual activity. In 1965,

self-organizing systems were defined "as those that find their own structures or functions without outside intervention" [7]. Agreeing with the scientist's opinion, we believe that systems of the most diverse nature are characterized by the properties of self-organization, which occur due to the restructuring of existing and the creation of new connections between system elements. A distinctive feature of the processes of self-organization is their purposeful, but at the same time natural, spontaneous character: these processes, which occur during the interaction of the system with the environment, are to one degree or another autonomous, relatively independent of the environment.

Since the 70s of the 20th century other researchers have turned to the study of self-organization. Thus, *the prerequisites* for the emergence of self-organization were specified [8]. *First*, the openness of the system, that is, its ability to exchange energy, matter and information with the environment; *secondly*, sufficient distance of the system from the equilibrium point; thirdly, the imbalance of the system.

In terms of economics, it can be said that the "invisible hand" that according to Adam Smith brings the economy to a state of equilibrium is a parameter of order. However, today the thesis about achieving equilibrium is too narrow, because there is such behavior that can be understood only in terms of chaos theory. *Synergetics offers a fundamentally new approach to forecasting*, which is based not only on the analysis of the current situation and immediate trends of its development, but also on the understanding of individual development goals, i.e. attractor structures of the evolution of complex systems [9].

Since the 90s of the 20th century in psychology and pedagogy, psycho-pedagogical support has been widely considered both in the context of the educational process aimed at personality development and as a tool for providing social and psychological assistance. It is noted that *accompaniment* is "the support of mentally healthy people who have personal difficulties at a certain stage of development" [10]. Support is considered as a system integrative technology of socio-psychological assistance to the individual, which opens the prospects of personal growth, helps a person to enter the "zone of development" that is not yet available to it. It is also claimed that support is a special form of prolonged social and psychological assistance, which involves the support of reactions, processes and states of the personality that naturally develop/change.

From such positions, the implementation of a system of psycho-pedagogical support and *the development of pedagogical skills of teachers of higher education institutions with special learning conditions* on the basis of a synergistic approach will allow a leader of any level to build many side trajectories (educational development routes) around one common one, which will allow to show the nature of the probability of processes, the variety of possible paths increasing the efficiency of the functioning of systems and methods of managing them. The basis of psycho-pedagogical support, as a process of providing assistance to a person, is preserving the maximum freedom and responsibility of the subject of development for choosing a solution to an actual problem; promoting the formation of an orientation field, where responsibility for actions is borne by the subject of development.

Currently, the concept of "psycho-pedagogical support" is used quite widely in the field of adult education, problems of organization of training and education in the context of education modernization. The concept of psycho-pedagogical support as a system of professional activity of social psychologists and teachers, which is aimed at creating social and psychological conditions for

successful learning and psychological development of a person in situations of interaction, is gaining more and more importance.

The methodological approach to support is interpreted as a "paradigm of support", emphasizing its operational orientation and noting that this system "grew" from practice, is oriented both to practice and to the corresponding final goal, and can act as a source of a person's own development. Also, psycho-pedagogical support is specified as a special type of assistance, a technology designed to help solve problems that have already arisen or prevent them in the context of the educational process. Support technologies help to analyze the effects of the immediate environment, diagnose levels of mental development, use active group methods, individual work [10]. Support is considered as a method that ensures the creation of conditions for the subject of development to make optimal decisions in various life choice situations. At the same time, the subject of development is not only the internal process of human development, but also the process of its interaction with the external environment.

Support is a complex method, the basis of which is the unity of the interaction of the person being accompanied with the one who is accompanying. The process of support is studied as a direct or indirect interaction, the result of which is the help of the individual in solving the problems that arise. The generalization of numerous studies on the methodology and methods of organizing psychological and pedagogical support made it possible to specify the main directions of its implementation [11]:

— *psychological diagnostics* with the aim of identifying difficulties, identifying resources and helping to use knowledge about oneself for self-development;

— *psychological education* in the form of increasing the level of individual psychological competence, which allows to increase the effectiveness of the subject's interaction in various spheres — "I — others", "I — myself", "I — professional activity", "I — the world";

— *psychological counseling*, in the process of which the psychologist helps the individual in its self-knowledge, adequate self-evaluation and adaptation to real life conditions, the formation of a value-motivational sphere, overcoming crisis situations and achieving emotional stability, promotes continuous personal growth and self-development;

— *a developing training course* during which experience is accumulated in the use of support interaction to optimize one's own development; methods and techniques of adaptive behavior are worked out, constructive methods of interaction are taught;

— *psychological-pedagogical correction* is carried out as an active influence aimed at eliminating deficiencies in personal development, harmonization of personal and interpersonal relations in specific conditions.

Therefore, psycho-pedagogical support should be carried out with the help of specific, individual and group methods using elements of modern psycho-techniques: health care, coaching, facilitation, etc. [12]. Psycho-pedagogical support of the teacher contributes to the productivity of learning based on the theory of **TL** *(Transformative Learning)*, which contains the relevant aspects that were formulated by Jack Mezirow [13] and specified by his followers:

1. **The role of the teacher**. The teacher must create conditions for those whom it teaches to understand the systems of its own views from different points of view. The goal is to create a community

of students who would be "united by the common experience of trying to make sense of their life experience" [14]. The teacher should encourage equal participation of the subjects of the educational process in the discourse, encourage procedures that require group members to constantly monitor the direction of the dialogue and ensure equal participation [15]. The role of the teacher in creating an environment that builds an atmosphere of trust and care and facilitates the development of *sensual relationships* is a fundamental principle of education in *TL* theory. The personality of the teacher also acts as a role model through the demonstration of readiness for learning and changes [16].

2. **Significance of teacher's professional development**. Transformative learning in teaching occurs when a teacher critically examines its own practice and develops alternative perspectives on it. The essence of the teacher's professional development in the *TL* theory is to help the teacher achieve an understanding of the peculiarities of its thinking in teaching matters. "As a result, professional development is important to help teachers develop their authenticity and critical reflection" [17]. "Teachers need education and professional development that will help them ask questions, challenge and initiate critical discussions about improving education. Professional development should take place in such a way that teachers see themselves as agents of social changes in modern education" [18].

3. **Strategies of transformative professional development of a teacher**. Such strategies combine action plans, reflective activities, situational analysis, development of learning materials, and critical theory discussions. Action plans and reflective activities provide examples of practice and models of critical reflection on teaching, and provide teaching and learning experiences. The development of educational materials creates an opportunity to combine theory and practice. In addition to implementing new teaching techniques, teachers can test and compare new concepts and practices with those already in place. Discussion from the standpoint of critical theories is used to prompt the teacher to ask questions about the meaning and purpose of information, to encourage teachers to be critical of the choice of information they communicate to students [17].

4. **An example of a teacher's professional development**. *Mentoring* as a strategy of transformative professional, personal and organizational development becomes a two-way process, a learning tool for both the mentor and its mentee [19]. Young teachers often admit that their expectations of their own work were initially unclear: they felt a lack of self-confidence and an understanding of how to develop in the educational environment. The limits of the *TL* theory contribute to the fact that participants learn to carry out individual and collective analysis of teaching experience and expand the boundaries of their own practice [20] The conclusions of *Giedre Kligyte* are similar to the conclusions of *Sarah Fletcher*: TL helps to find meaning in complex and often unclear business environment, which requires a person to discover new and other facets of its personality.

5. **The role of the pet**. The teacher turns into a *facilitator*, when the students are faced with the goal of constructing knowledge about themselves, other people, and social norms [15]. Those who are taught are involved in objectively changing their belief systems. They critically reflect on the statements of others. In contrast, subjective change occurs when students critically evaluate their own statements [13].

6. **The role of rational and emotional**. "Transformative learning has **two components** that sometimes seem to conflict with each other: cognitive, rational, objective and intuitive, imaginative,

subjective" [21]. Both **cognitive-rational** and **emotional** play an important role in transformative learning. Teachers need to understand how they can help students use feelings and emotions as tools in critical reflection [22].

Currently, there are many educational and research institutes in the world whose work process is built on the principles of **TL** theory. For example, the Institute for Transformative Studies and the Center for Transformative Learning at the Ontario Institute for Research in Education (OISE), University of Toronto [23]. *Phil Bamber* and *Les Hankin* [24] describe how students experience a perspective transformation and change their views of the world when their educational process is influenced by **TL** theory. New educational programs in the fields of business, industry, health care, municipal adult education systems such as courses offered by the YMCA, and informal associations – self-help groups – testify to the prevalence of the application of **TL** theory.

Other scholars interpret transformative **TL** learning as an intuitive and emotional process. Thus, *John M. Dirkx*, *Robert D. Boyd*, *J. Gordon Myers* and *Rosemary R. Ruether* connect the rational cognitive and analytical approaches of Jack Mezirow with a more intuitive and creative holistic view of transformative learning [21]. This opinion is highlighted mainly in the works of Robert Boyd, who developed a theory of transformative education based on analytical (depth) psychology. For Robert Boyd *transformation* is a "fundamental change in personality, which includes both a solution to a personal dilemma and an expansion of consciousness that leads to greater personal integration" [25]. Although **TL** theory focuses on the individual, it is not *an individualistic theory of human development*, it lacks a deeper form of dialogue that is not just about the exchange of arguments and not just the coercive power of the better argument [26].

At first glance, the views presented here on the transformative learning of **TL** theory are contradictory. After all, one of them advocates a rational approach, which primarily depends on critical reflection, while the other relies more on intuition and emotions. However, the difference between them is most likely a consequence of different accents. Both consider rational processes and imagination as part of *the creative process* [27]. Two different views on transformative learning, as well as examples of how it happens in practice, suggest that: *first*, there may not be any single correct model of transformative learning; and on the other hand, *secondly*: they affirm the possibility and necessity of further search and development of a holistic human-dimensional post-non-classical concept of education.

Christine Hof [28] argues that **TL** theory can add an important dimension to the learning discourse as it enhances our understanding of lifelong learning. The experience of *not knowing*, the lack of knowledge to cope with situations provoked by the crisis, can be considered as a possible "entry point", "starting point" for students to think about the current ways of knowing and being in the world, as well as to take part in changing these ways. Therefore, **TL** theory, insofar as it focuses on individuals experiencing *crisis-prospective transformation*, is primarily concerned with a discursive format for promoting the type of **TL** that is appropriate for deliberative decision-making processes and participation in democracy.

The experience of an existential crisis like COVID-19 shows a lack of discussion of the idea of personal development and the ability to cope with crises, apart from the notion of "employability" in

the discourse of lifelong learning. The reflexive *discourse* of the **TL** theory may not be the most adequate format for creating a sufficiently safe, progressive human dimension of the space of education. "Instead of seeking the coercive force of a better argument and arriving at a preliminary consensus on how to deal with implications and marginal emotions, **TL** theory would need to be expanded with *other components*" [26]. Thus, ideas about the formation of managerial competencies are of particular importance in the design of scientific and methodical psycho-pedagogical support for teachers. From these positions, *competence* is the ability to act in a situation of uncertainty. Improvement of managerial competences can be carried out within the framework of consulting and training activities.

In many EU countries, in higher education institutions, in addition to short-term professional development courses for educators, there are educational programs – modules for the training of specialists in the field of the organization of continuous professional training for adults. The authorities provide financial support to those who study. In some cases, trainees are trained for free [29]. After all, the main mission of a teacher remains unchanged throughout the history of mankind – to pass on valuable experience, to prepare the young generation for a successful future life. The technologies of psycho-pedagogical support of teachers also involve the use of analytical, diagnostic, developmental and educational methods in the following areas [10].

The *first* direction is solving the problem of harmonizing the personality, supporting motivation for professional activity, for productive interaction.

The *second* direction is the psychological provision of conditions for the development of psychological flexibility, which is directly related to the emotional and creative potential of managers.

The *third* direction is to ensure social and psychological conditions for increasing the level of managerial competences, primarily communicative.

The *fourth* direction is the development of critical and prognostic thinking – self-awareness as a person who is able to project the future.

So, *psycho-pedagogical support* is a special type of assistance to a manager, a teacher, which is designed to help solve problems of professional and personal harmonization, or to prevent them, within which diagnosis, psycho-pedagogical counseling and development of personal and professional management competencies are carried out using elements of modern psychotechniques: health care, coaching, facilitation, etc.

The polysystem connection of health with the performance of professional duties involves the use of new healing technologies that predict models in the interests of health care. At the individual level, appropriate "health technologies" can be implemented:

– *informative and motivating* (combines educational work through mass media, speeches, lectures, seminars, meetings with the administration, the public);

– *organizational* (resolving the necessary administrative and organizational issues regarding);

– *medical-diagnostic* (medical examination for the purpose of determining the general physical condition and identifying diseases);

– *psycho-diagnostic* (determining the general mental state, identifying individual psychological features);

— *psycho-pedagogical* (conducting special seminars for employees of the organization, individual psychological, family, group counseling, etc.);

— *psycho-therapeutic* (systematic organization of psychotherapeutic and correctional groups, conducting training sessions on various topics, individual work, etc.).

Let's explain the practical implementation of psycho-pedagogical support using the example of the developed "Psycho-pedagogical workshop for *teachers of higher education institutions with special learning conditions*". This workshop provides: independent performance of test and practical tasks for the purpose of diagnosis and personal and professional self-improvement; application of previously acquired knowledge, abilities and skills in multi-channel interaction during training group sessions. The psycho-pedagogical technology of conducting group practicum classes involves activities in small groups (providing a synergistic effect), each of which performs a certain type of practical work (differentiated learning). The instruction, which regulates and determines the actions of the participants, acts as a means of managing educational activities during a group workshop. At the same time, practical works are also research.

This workshop is also aimed at learning new patterns of self-regulation of behavior, mood, positive emotional response to external stimuli, development of stress resistance, effective changes in internal dialogue, participants' attitude towards themselves and others, towards their values, professional motivation, self-development and self-improvement, awareness of the importance creating a positive image of the leader. Game methods of the workshop are based on the life situations of the participants, taking into account possible moral and ethical limitations. Psychodiagnosis is conducted by the listeners themselves, and its individual interpretation becomes known only to the respondent. Participants deepen their knowledge of:

— typology of human behavioral reactions;

— strategies for responding to the behavioral reactions of other people;

— methods and techniques of resisting manipulative influences;

— styles of effective communication (verbal and non-verbal);

— features of different communication models;

— features of the impact on the psycho-emotional state of a person of information received through various channels of perception (color/sound/light/smell, etc.);

— peculiarities of formation and changes of personal value and behavioral guidelines;

— socio-psychological resources of leaders, their psycho-physiological, socio-cultural and economic potential;

— the basics of the psychology of power and submission (to whom and when people are ready to obey);

— peculiarities of business etiquette, business image (the role of positive assessment of achievements, status and gender differences).

As a result of the workshop, participants learn:

— interpret and predict the interlocutor's behavior based on non-verbal signs;

— effectively use techniques of relaxation and self-restoration of mental forces in conditions of limited time or stress;

– determine the dominant needs of people and find effective alternative solutions using methods of indirect management;

– be aware of one's own subconscious motivational and meaningful attitudes and, if necessary, reformulate them into more successful ones;

– carry out self-diagnosis of the effectiveness of the dynamics of subconscious mental processes;

– identify and apply the most effective methods and techniques of verbal and non-verbal suggestion and self-suggestion;

– change one's own subconsciously dominant stereotyped behavioral models to more comfortable and productive ones, taking into account their effectiveness;

– overcome psychological barriers in communication with representatives of different social and age categories;

– understand the true meaning of the interlocutor's message, using psychological methods of perception (understanding) of the partner and detection of hidden reactions;

– create a confident positive image of oneself in accordance with the set goals of communication with a partner (work, family, leisure time, etc.): general facial expression, eye-motor reactions, posture and gestures, features of the voice, manner of conducting dialogue, belonging to a certain social group , casual/business/special clothes/uniform;

– organize an effective space-time situation of communication (authoritarian, partnership, trust);

– evaluate and change behavioral models "Confident behavior/Insecure/Aggressive behavior";

– use methods of prevention of occupational psychosomatic diseases (sleep disorders, heartburn, high/low blood sugar, etc.);

– use techniques to improve perception, attention, memory development, thinking, development of positive thinking, "reasonable" attitude to feelings and emotions, development of intellectual abilities;

– harmonize the self-development program from the "I-real" to the ideas about the image of the "I-ideal" according to the following basic blocks: I-concept, motivational sphere, mentality, decision-making style, style of interpersonal relations, resistance to stress;

– predict and correct the most likely accentuations of the character;

– use special techniques and techniques to solve such problems as: unstructured life program, increased excitability, irritability, aggressiveness, some speech disorders (stuttering, stuttering) in stressful situations;

– use oratory skills in practice;

– determine one's own goals by the method of building imaginary images and imaginary reception, to develop the skills of conscious self-programming to create and implement promising opportunities for self-development in professional activity and personal life.

The structure of the workshop involves the following sequence of stages:

1. Notification of the topic, purpose and tasks of the workshop.

2. Motivation of educational activity.

3. Update of basic knowledge, abilities and skills.

4. Acquaintance of the participants with the instructions.

5. Selection of necessary equipment and materials.

6. Performance of work under the guidance of a trainer.

7. Reflection.

Separate components of the workshop are combined into a whole based on a single synergistic emotional-volitional regulation model. This model helps participants train simultaneously both in the plane of stable emotional and positive professional behavior, real actions, and in the cognitive plane of developing sustainable motivation for self-development. The overarching task of the workshop is to help participants realize their purpose, mission and meaning in life at the current stage of the Ukrainian state.

Tragic events related to the military aggression of the russian federation on the territory of Ukraine caused an urgent need to conduct psycho-pedagogical workshops for *teachers of higher education institutions with special learning conditions*. That requires an urgent dynamic, energetic and productive informal process of training specialists to provide relevant services. Therefore, this approach in providing psycho-pedagogical assistance to teachers corresponds to the form and method of organizing the system of psycho-pedagogical support: from clinical/diagnostic to non-clinical/preventive — developmental, based on the regularities of the processes of self-organization and self-development. In this model, for example, post-traumatic processes in society can be not only pathological, but also constructive, contributing to the growth and development of self-awareness, moral responsibility in accordance with the synergistic laws of "order through chaos".

American educator, adult education specialist *Jack Mezirow* (1923–2014), widely known as the founder of the concept of *Transformative Learning* (***TL***), outlined ten phases in the process of ***perspective transformation of the personality*** [30]:

1. Disorienting dilemma.

2. Self-examination.

3. Feeling of alienation.

4. Expressing dissatisfaction to other people.

5. Explanation of the features of the new behavior.

6. Building confidence in new ways.

7. Planning the course of action.

8. Knowledge that will help implement plans.

9. Experiment with new roles.

10. Reintegration.

The ideas of the ***TL*** theory found an echo, even, in the film industry of the 21st century: in the creation of **the South Korean TV series "The Squid Game", which almost from the moment of its premiere** on September 17, 2021 **became a global meme-making** phenomenon. First of all, the tape contains all ten phases of the Players' personality transformation process, which are described by Jack Mezirow in the ***TL*** theory. The mechanism of creating a social network from Game participants is rather grotesquely shown. The actions of the participants of the Game logically

convince the viewer that **free will** is nothing more than a collection of mistakes, which, of course, make a person quite individual, but also shorten the path to a "beautiful" death. Oleg Pokalchuk, Ukrainian social and military psychologist, political scientist, thoroughly and multifacetedly explains the specificity of the phenomenon of the series' **popularity** as follows: "the universally recognized artistic expansion of South Korea is an integral part of its successful technological and political expansion in the world. Just as military psychological operations, PSYOPS is an integral component of the physical actions of military units. And just like in military affairs, cultural diplomacy, "soft power" needs constant review of its tools and methods of influence... The modern uselessness of the individual in a high-tech society, symbolized by all the recruits of the Game at the beginning of the series, *firstly*, indicates the randomness, indeterminacy of such a fate. *Secondly*, about its democracy, regardless of age, gender, education, family, etc. The authors of the series have created a kind of **"keyboard instrument"**, by pressing the symbolic keys of which you can surprisingly easily resonate with the fears and expectations of the modern mass person. **First of all**, it is a modern fear of uselessness, uselessness as a challenge... Summarizing: in contrasting intelligence (as a cold, soulless algorithm) with awareness (as a collection of emotionally experienced mistakes), the authors clearly give victory to the intellect. This is also a technique of indirect quoting, referring to discussions about *the conflict* between information technology *algorithms* and the *human* mind, which gives rise to a new social ethics" [31].

As a casual reminder, the creator of "Squid Games" (2021) – a South Korean web series in the genre of survival, action, thriller and drama, screenwriter Hwang Dong-hyuk came up with its main idea back in 2008 during his own personal financial crisis. The first version of the script was written in 2009. According to Yoon Dasl and Timothy Martin in The Wall Street Journal [32], Hyuk Hwan was inspired by Japanese survival comics such as Battle Royale, Game of Liars, and Gaming Apocalypse: Kaiji.

Let's note that building a system of psycho-pedagogical support for *teachers of higher education institutions with special conditions* of study in the structure of Internal Affairs Bodies, according to such a pattern of perspective transformation of the personality, appears to be wrong.

The founder of the theory and practice of "Pedagogical Mastery" – Ivan Ziaziun, the academician of the National Academy of Pedagogical Sciences of Ukraine (1930–2014), explaining the concept of "Pedagogy of Good" said that education is an open-type "scientific education", since human existence conditioned, but not determined by its circumstances. And, finally, since teachers are students at the same time, they are not independent of social processes [33] and it is **pedagogical mastery** (a complex of personality properties that ensures self-organization of a high level of professional activity on a reflective basis) that determines the effectiveness of the progress of modern Ukrainian education, according to the account of "sensitization", "humanization" of professional knowledge and skills thanks to the actions of the Teacher [34]. Pedagogical interaction, as a person's life activity, in the context of transformations of the modern educational space, is considered by us in the planes of real and virtual education in their synergistic combination: after all, life activity always unites the **emotional**, **intellectual** and **volitional** spheres of the individual.

Therefore, *Pedagogical Mastery* is an attractive and central idea for modern Ukrainian pedagogy among those scientists who aspire and keep hope for the flourishing of Ukrainian Science and Education, where the Pedagogy of Truth, Goodness and Beauty will reign in all components of Ukrainian state-building, in particular economic, political, ideological, cultural, which conditions the Education and Training of the youth [35]. The theory of pedagogical mastery of Ivan Ziaziun has no analogues in the world, its innovativeness, pedagogical effectiveness and the importance of the results of implementation led to its rapid spread in domestic and foreign pedagogical education of the late 20th – early 21st centuries (Belarus, Canada, China, Poland, France, Japan, russia and other countries) [36].

The concept of Good pedagogy Ziaziun, I., on the basis of which was developed, substantiated and first implemented in the 80–90s of the XX century in the Ukrainian SSR at the Poltava Pedagogical Institute named after V. Korolenko (1975–2000), the theory of Pedagogical Mastery, is today the basis for solving the problem of the relationship between the psychology of learning, didactics, individual methods and practices of teaching and upbringing. After all, the solution to this very problem determines the modern answer to the question of using the achievements of the psychological theory of learning in *pedagogical practice*. The fact is that the achievements of pedagogical psychology cannot be used in education directly. The hope for a real education, where Master Teachers organize pedagogical interaction (including distance learning), is based on the idea of developing the professional skills of teaching staff, where the professionalism of the teacher is considered from the standpoint of their training, performance evaluation, personal moral qualities, and skill level.

On November 24, 1993, the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine (IPOOD of the National Academy of Pedagogical Sciences of Ukraine) was established in Ukraine, in accordance with the Resolution of the Presidium of the National Academy of Sciences of Ukraine, the first and only scientific institution whose mission was to research and develop pedagogical skills and adult education. In 2007, the opening of the Centers of Pedagogical Mastery at the Institute of Pedagogical Education and Adult Education of the National Academy of Sciences of Ukraine was initiated. The work of the Centers was based on a scientific and methodological foundation: textbooks, manuals, training programs on the basics of pedagogical skills, personal-oriented methods and techniques for improving the pedagogical skills of employees in the education sector, organizing and conducting trainings, master classes, and discussion platforms.

The depth of scientific progress determines the historical origins and development of a unique scientific Ukrainian methodology, which still has no analogues in educational theories, regarding the unity of the formation and development of a person on the basis of the cognitive-emotional-volitional triad – the basis of the theory and practice of Pedagogical mastery. In 2008, a three-volume edition was published – the didactic complex "Pedagogical Mastery". The first volume of the complex – "The History of Pedagogical Mastery" [37] still remains the only publication where readers can find archival texts of prominent Ukrainian educators of the past, from the 16th century to the present

day, which do not lose their relevance even now, in the aspect of awareness and development of pedagogical Master's skills.

However, the "mentor" theory of learning, which Paulo Freire [38] identified in the middle of the 20th century as the main obstacle to the development of the individual, triumphantly returned in connection with the global pandemic. Recognized once by teachers with different philosophies of education as an outrageous destruction of the humanity of the educational mission, it has again been dragged out into the world by almost all official pedagogy. Where educators claimed that education should be the core of self-knowledge, in the process of which the student through ***volitional***, ***intellectual*** and ***emotional*** acts tries to reveal its own individuality, almost the entire educational space has become filled with a confusing testing mechanism that measures the "progress" of learning in the fulfillment of an imposed beyond the curriculum with the use of digital technologies...

Let's note that even BEFORE the COVID-19 pandemic, the global scientific and educational community felt the need to develop new directions for the development of pedagogical skills not only for secondary school teachers, but also for all managers-leaders who work in the "Human — Human" system. So, for example, in December 2019, the British Council in Ukraine in partnership with the Institute of Higher Education of the National Academy of Sciences of Ukraine, Advance HE (Great Britain) and with the support of the Ministry of Education and Science of Ukraine and the National Agency for Quality Assurance of Higher Education began to implement a **3-year** "Program for the improvement of teaching in higher education of Ukraine" [39].

Against the background of the fact that, in general, the motivation to study, the intellectual and cognitive level of education seekers is decreasing in the world, and at the same time the anxiety and frustration of all participants in the educational process is increasing, let's consider the initiative of the Ministry of Education of Ukraine to draw attention to teaching skills, supporting the initiatives of higher education institutions to participate in new in the directions of the "Erasmus+ EU Program". Thus, the Ministry of Education and Culture Letter No. 1/4-22 dated 01.04.2022 "Regarding the participation of educational institutions of Ukraine in the EU Erasmus+ Program" was sent to the heads of vocational (vocational and technical), professional pre-higher and higher education institutions. The European Executive Agency for Culture and Education (EACEA) informed that within the framework of the Erasmus+ Program of the European Union in December 2021, competitions of a new stage with expanded opportunities for international cooperation in the fields of professional (vocational and technical), professional pre-higher and higher education for 2021–2027. In order to continue the fundamental changes in the field of education aimed at the modernization and improvement of the domestic system of higher and professional education, the unchanged course of Ukraine in terms of European integration and the implementation of the provisions of the Association Agreement between Ukraine and the EU, educational institutions are recommended to participate in the contests of the EU Erasmus+ Program according to different directions and types of projects of the new stage of the Program. *Regarding the priorities of the Erasmus+ Program, let's note that* **Priority 1: "Improving approaches to learning and teaching"**. Within this priority, the development of projects aimed, in particular, at the development of teaching

skills, pedagogical education, improvement of the system of training and advanced training of teachers (*pre-service & in-service teacher training*) in institutions of professional (vocational-technical), professional higher education and higher education.

Let's note that the degrees of professional development of a teacher are characterized by different time and content frameworks and are described by essential invariant parameters. It is more difficult to change b*asic deep-seated attitudes and personal values* associated with them than everyday habits. The initial orientation of the individual, *the system of its value orientations* is of great importance. Therefore, the order and methodology of regular assessment and self-assessment of the development of pedagogical skill of teachers of higher education institutions will be based on the relevant *basic principles*: publicity; equality of all participants in regular assessment before the law and non-discrimination; unity of the order and evaluation methodology, application of uniform criteria for the evaluation of teachers of higher education institutions.

The implementation of the principles is reflected in the proposed author's target program "Pedagogical mastery is a strategic dominant of teacher training to ensure the quality of higher education". *The human dimension* of the program consists in the orientation of teachers to the improvement of teaching in higher education of Ukraine, which should be manifested in such *areas* as:

– detailed familiarization with the content and forms of teaching activity;

– knowledge of the essence and features of the pedagogical activity of teachers of higher educational institutions with special conditions of study;

– teacher's knowledge of its own personality as a tool for reflective management of the behavior and activities of others;

– formation, development and self-development of necessary personal professional and pedagogical qualities of a teacher in the unity of intellectual, volitional and emotional components;

– mastering the techniques of managing pedagogical interaction during the organization of the educational process in the audience of students with higher non-pedagogical education.

CONCLUSIONS TO THE CHAPTER 10

The creation of a system of psycho-pedagogical support for *teachers of higher education institutions with special conditions of learning* in the 21st century is a very urgent task, as it is associated with social self-organization, the extrapolation of a synergistic approach in the changing conditions of today. Therefore, the system of psycho-pedagogical support should be similar/correspond to the nature of a "living organization", which reflects the development in the logic of synergistic dynamic processes in modern society. These processes in the modern world are constructive, not pathological. They contribute to the development of any organizational structure/subsystem, contribute to the authoritative adoption of collective decisions, effective teamwork, the possibility of involving executors in decision-making processes; contribute to collective management with the participation of all members of the organization/population in the work of the relevant management body.

Accordingly, the system of psycho-pedagogical support should be based on the model of "moral and psychological health" not so much as a state of full functioning or adaptation to existing ideas about the stability and sustainability of the development of the Ukrainian state, but as a dynamic process of self-organization and self-development of effective leaders.

Under such conditions, the results of human-scale transformations in the aspect of improving the quality of education – the implementation of psycho-pedagogical support and the methodology of regular assessment of the development of pedagogical skills of teachers of higher education institutions with special learning conditions will be:

– encouraging teachers of higher education institutions to improve their qualifications and improve their teaching skills, pedagogical skills, professional and career growth;

– carrying out professional/professional training/increasing the qualifications of teachers of higher education institutions in accordance with the need to improve their pedagogical competences;

– improving the pedagogical skills of teachers of higher education institutions and stimulating their professional growth as a result of taking into account the results of evaluation by other teachers and independent evaluation by stakeholders-employers and graduates based on the results of the training of education seekers.

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