

Methodological Tools for Carrying Out Psychological Training

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Abstract: *In article theoretical, methodological and methodical bases of carrying out of psychological training are reflected; essence of psychocorrectional technique as training technology is opened. The psychological and technological approach to the methodological means of psychological training as a technology of impact on learning and personal development of the participants of training and correction to change their behavior is carried out. The psychological conditions of the use of methodological tools in psychological training are indicated. On the basis of the theoretical and methodological analysis the methodological tools are divided into basic blocks: educational-informational, psychological, simulation and role-playing. The stages of creating a self-efficient team are suggested. The main task of the trainer is to understand individual psychological features of clients and to choose the most adequate methodological means of training in order to change behavior or personal development in the necessary and used training technologies. Depending on the paradigm and purpose of psychological training, partner (democratic) and authoritarian (centrally managed) means of its carrying out are distinguished. The trainer's perceptions of the expectations and needs of the customers (training participants) and their capabilities are directly related to the design and selection of methodological tools for psychological training and to individual effectiveness and development - accordingly to the technological concept of training. The training technologies represent a creative resource for the training activity of a psychologist. The effectiveness of training depends on the technological concept of training, methodological principles and rules, taking into account the individual approach, the specificity of the problems of training in accordance with its main goals and objectives, the personal and professional competence of the trainer and partnership relations of the active group-team.*

Keywords: *Psychocorrection; technology; methodological principles and requirements; clients; training; personal development; methods and techniques.*

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Introduction

In practical psychology the problem of innovative approaches to updating the methodological foundations of the training activity of practitioners occupies a special place. The problem of theoretical-methodological and methodological foundations of psychological training became actual due to the fact that group work is vital for achievement of educational and correctional-developmental goals as an effective psychological technology. Psychological trainings accelerate the processes of self-knowledge, self-acceptance and effective resolution of psychological problems; promote activation of psychological mechanisms of perception, reflection and identification; form leadership teams on the basis of partnership and democratic principles; influence the personal development of clients.

The purpose of the article is to analyze the methodological means of psychological training. Scientific novelty lies in the fact that the article considers the types of methodological means of psychological training on the structural, content and organizational components on the basis of psychological and technological approach to the problem of psychological training; on the basis of theoretical and methodological analysis methodological means are divided into basic blocks: educational-informational, psychological proper, simulation-role; proposed stages of creating a self-efficient team; depending on the paradigm and purpose of psychological training, partnership (democratic) and authoritarian (centrally administered) means of carrying it out.

Practical significance of article consists that the psychological and technological approach to methodical means of carrying out of psychological training as technology of influence on training and personal development of participants of training and correction concerning change of their behavior is carried out; essence of psychocorrective technique as a training technology is opened. The analytical-generalizing analysis of psychological training methodological tools can be used in psychotherapeutic, psychocorrective and applied psychological practice as a diagnostic and developmental psychological tool of group work and a creative resource of the psychologist's training activity.

Theoretical, methodological and methodological foundations of psychological training

The history of the development of training goes back several thousand years, from shamanic practices when group methods were used for healing. The term training (from English - train, training) means education, training, upbringing, preparation. In practical psychology and applied psychological branches, training is mainly understood as obtaining knowledge, skills and abilities in the process of active group training through an exchange of experience between participants in a practical session (psychological training) and practical management of the information provided by the group and its leader (psychologist) in the training offered by the specialist. exercises with the purpose of potential implementation of knowledge in life practice and development of the ability to learn. In the 1970s, M. Forwerg developed an effective method - social psychological training. The content of psychological training is much wider than training of communication and communicative interaction, however conceptual categories of social psychology - communication and communication - are the basic basis of any psychological training as necessary social and psychological aspects of variously classified training groups. Undoubtedly, obtaining not only cognitive and social experiences, but also emotional ones is an integral component of every training practice.

Today the term "training" is used to refer to a wide range of techniques based on different theoretical principles. There is no single classification of the concept. There are: trainings aimed at the development of self-regulation skills; communicative trainings; training approaches that stimulate personal growth; and training trainings. Training is a set of psychotherapeutic, psychocorrective and training methods aimed at developing skills of self-knowledge and self-regulation, communication and interpersonal interaction, communicative and professional skills. In domestic psychology there is a common definition of training as one of the active methods of training or socio-psychological impact, Maksymenko (2015, 11). Donelson (2010) also confirm with the results of the study that positive changes in human behavior, social attitudes, actions, values and beliefs are often the result of group processes.

The basic training schools emerged on the basis of the leading directions of world psychological science - psychoanalysis, behaviorism, Gestalt psychology, existential-humanistic psychology - or as a result of the integration of the work of different theoretical approaches. In some trainings, it is possible to trace signs of eclecticism - an inorganic, from time

to time and uncritical combination of diverse principles, views, theories and methods. Nowadays trainings are very popular in the West. However, in Ukraine the process of dissemination of training methods among the population has not yet acquired such a scope and moves quite slowly. However, both in the West and in Ukraine there is a large variety of training schools (Karpenko, 2015).

The methodology and methodology of psychological training is successfully supplemented by conceptual provisions on training as a set of psychocorrective methods, as well as on the methodological means of psychological training (Maksymenko et al., 2015); methodological approaches in psychological practice (Panok, 2017); psychological training as a way to develop self-awareness; method of psychotherapy, practical psychology and psychocorrection; classification and basic types of training groups taking into account the use of methods of one or another psychological approach in group work (Vachkov, 1999); approaches, principles and methods of psychological training (Rensh & Lopez, 2016); Theoretical analysis of forms and methods of psychocorrective work, which has practical value for conducting trainings, taking into account the specific conditions and requirements of the group situation (Afanasyeva & Perelyhina, 2016), examples of various models of training work (Milyutina, 2004); phenomenological approach to psychocorrection (Yatsenko, 2006), theory and practice of group psychotherapy (Salvendy, 1991), new and significant innovations in group therapy, self-help groups and online meeting groups for mentally healthy people (Yalom & Leszcz, 2020), remote group management in relation to pandemics (Gans, 2021).

Psychological practice (carrying out psychological training) is a form of social and spiritual practice of a person (the subject of psychological practice) aimed at making changes in the behavior and inner world of another person (the object of psychological practice), his attitude, intentions, worldview, individual development and social connections, preservation and improvement of his individuality. The worldview bases on which psychological practice is based are scientific psychology, outside scientific psychology and life (everyday) psychology. The basis of psychological practice on a scientific basis is the scientific methodology, scientific laws and regularities, the reliability of which is convincingly proven. Outside-science practice is based on uncritical acceptance of certain notions, on belief. For example, there are "sciences" that unreasonably claim that there are fields or flows of energies that can radiate from the human brain, hence influence the behavior or thoughts of another person, the passing of thoughts over significant distances, etc. Aspects of religious and mythological practices Life

experiences are often an amazing combination of individual fragments of scientific knowledge, mystical notions and beliefs and common sense can also be included in this category of psychological practice. Determining the methodological foundations of psychological practice and the criteria for selecting adequate practices involves a specific professional activity - the transformation of theories, methods and techniques of scientific, outside-science and everyday psychological practices into specific technologies for the practical activities of the practicing psychologist (Panok, 2017).

We believe that the professional specialist (psychologist) uses scientifically grounded methods with the possibility of statistical verification and experimental testing (as applied to training, quantitative proof of their effectiveness is done mostly by foreign researchers) and methods based on everyday practice and mythological methods give positive practical results or are adequately combined with scientific methods in the process of psychological training.

Psychological practice can be carried out through group and individual forms of interaction in the course of psychological training when the psychologist in the group carries out consulting and corrective work with the client who has very painful experiences due to a situation that is subjectively significant for him or her. In this case, the group is not only an observer, but first of all, support by helping to normalize the client's mental state in psychodramatic scenarios, role-playing games, psychotechniques of reflection or discussion of significant themes and giving the client the opportunity to reflect on his or her behavior. Features of use of methodical techniques in carrying out individual-group work depend on presence of internal resources of the client, complexity of a significant problem, the purposes and tasks of training subordinated to a certain type of training work (Sarancha et al., 2022; Sarancha et al., 2021).

Accordingly, psychological training is primarily a service provided to clients by psychological support centers and psychological services of virtually all social institutions. Consequently, psychological services must meet the needs of clients in accordance with their expectations. In this connection, we consider a significant criterion of effectiveness of psychological training to be its capabilities and advantages.

Possibilities: gaining new knowledge; gaining new skills and behavior patterns; gaining faith in oneself; during training there is an opportunity to learn a lot about people and the world in general; to get to know and understand oneself better. Advantages: active method; during the training no one teaches you how to live; doing a variety of exercises, participants themselves identify how they can perceive themselves and life around them

differently, how to change their own behavior to achieve the desired results; "no more past and no more future" - on the principle of training "here and now" (Maksymenko et al., 2015, 59).

Generally accepted methodological requirements for training are: the model of psychological training should contain the following structural components: the purpose of training, the main objectives of training work, the principles of the training group, the main stages of training (introduction, the main part, the final stage), feedback. Optimal number of the group - 8-12 people, by voluntary inclusion in the group process and not including close relatives and friends.

There are many classifications of psychotherapeutic or psychologically corrective training groups - accordingly to the purposes and methodological bases of the psychological approach. Intrapsychic groups (problems and destructive behavior are a consequence of inadequate self-awareness, i.e. inadequate interpretation of one's emotions, needs, desires, etc.) include psychosynthesis and art therapy groups. Groups focused on behavioral therapy (a person's behavior is acquired, it can be replaced by adequate behavior) include T-groups, body and dance therapy groups, skill training groups and CBT groups, psychodrama groups. The methods of work of these groups provide a solution to a problem. The main goal of Gestalt therapy is to unlock self-awareness and help the person to reach maturity, that is, to be able to find sources of support within themselves. To do this, a person must go through several stages of self-awareness development from the first level - the "cliché" - to the last - the "outer explosion" - the manifestation of the true self. Self-awareness development trainings make use of the rich theoretical and practical experience of Gestalt therapy to awaken the spontaneity of participants, their creative potentials, the ability to be themselves, acceptance of their personality, and the discovery of the self not only for themselves, but also for others (Vachkov, 1999).

In training the development of self-awareness (Vachkov, 1999) identifies the following basic training methods: group discussion (used as a way of group reflection of a problem through the analysis of individual experiences); game method (situational-role playing, didactic, creative, organizational-activational, simulation and business games); methods aimed at developing social perception (participants receive verbal and non-verbal information about how they are perceived by others); body-oriented methods (work with the body); meditation-visualizations (connected with visualization and visualization of the objects). In five-day training, meditations-visualizations are done daily, and in long trainings (12-15 days)

they are done twice a day to eliminate fatigue, physical and mental tension and stress reactions.

Specific features of trainings which are shown in all kinds are observance of certain principles of group work; rules of group work are based on principles and are called upon to regulate the work of concrete group; orientation on psychological aid to participants of group in self-development - thus such aid often comes not so much from the trainer, but from participants; presence of more or less constant group which can gather with different intervals in approximately identical structure; a certain spatial organization (work in a group); emphasis on mutual relations between participants of group which develop and are analyzed in a situation "here and now"; application of active methods of group work; objectification of subjective feelings and emotions by participants of training concerning each other or occurring in group; an atmosphere of liberation and freedom of dialogue between participants, a climate of psychological safety (Karpenko, 2015).

Depending on a paradigm which the trainer follows, and the purpose of training, there are means of its carrying out (authoritarian and democratic) and on orientation (educational and personal). To authoritarian means on educational orientation concern trainings of concrete skills and abilities and personal orientation - Gestalt groups, assertiveness training, psychodrama. Democratic means to the educational orientation include team trainings and to the personal orientation - mutual support groups, meeting groups, sensitivity training, Milyutina (2004, 5). We consider types of methodological means of psychological training according to structural-constructive and dynamic-organizational components. We believe that the basis of democratic means is partnership relations, on which the concept of teambuilding trainings is based. Authoritarian means of carrying out of psychological training are centrally administrative, as have accurately defined structure concerning educational purposes and problems of training work, purposeful on achievement of algorithms of actions of group, subject to the control of performance of group requirements by the head of group.

On the basis of the theoretical and methodological analysis of psychological training we have grouped the methodological means of its conducting into the following basic blocks: educational-informational (mini-lectures, humor, metaphors, parables, fairy tales, art-therapeutic images and drawings, etc.), psychological proper ("warming up" exercises, perceptual exercises, feedback as a set of methodological techniques and methods of studying possibilities, techniques of psychological influence and team building, training exercises on communicative interaction between people

and groups of people. The offered classification of methodical means of training is not exhaustive, however their basic blocks described are characteristic for all kinds of psychological training and each of them is a demanded element of training work according to the purposes and tasks of training.

The main thing in training work is professionally competent management of the group (the first stage of the main part of the training), creation of a self-efficient team (the second stage of the main part of the training) and partner cooperation throughout the training (the subsequent part of the training, when the team starts working for themselves and until the end of the training). In partner cooperation throughout the training "academic" level of any methodical tool will not be effective if it is not used taking into account certain methodological requirements and rules, individual approach to clients, complexity of topics practically worked out by the group, specifics of training according to the main goal and objectives. Nevertheless, the basic methodological principle of use of methodological tools in the psychologist's "hands" is the principle "Do no harm".

Identification of "left-handed", well structuring and transmitting information, and "right-handed", intuitively creating new information mainly in imaginary images, by diagnostic exercises in the process of training, allows effective training exercises and role and business games, in which there is a group demand for creative problem solving or generation of intellectual ideas. In this sense, training is a mini-model of "firm", in which due to the abilities of the leader "subordinates" (i.e. participants of training) do their work in the best way - for some scrupulously, to the extent of personal anxiety, creatively - due to high sensitivity, for others logically - due to organizational abilities. Every competent coach is known to be quite quick to distinguish between people by such traits as experience, emotional intelligence, social intelligence, aesthetic proclivities, and self-understanding. Their common goal is to develop effective stress-resistance strategies in a joint project from the available methodological tools. Subjective activity of participants of training acts as a self-regulating factor of effective implementation of methodical means of training in joint work. The task of the trainer is to understand individual psychological features of clients and to choose the most adequate methodical means of training for the purpose of change of behavior or personal development in the necessary and timely used training technologies.

The technological concept of training is the idea of training, which sets the vectors of development and serves as a model of a certain activity and a system of storage of technologies received at the training. Therefore

the optimal sequence of creation of a training is considered the following: first the concept (system) is developed, then client technologies (what the trainer transfers to participants), then technologies of the trainer (how he will do it). It can be called a "graphic concept" of training and is represented as four vectors coming out of one point. There is what customers want and what they really need. These two factors may coincide or not. About the trainer, there is another dilemma. Sometimes he wants to create training on the topic, but can do it? Sometimes he can, but doesn't want to. These four factors are what determines the prospective direction of the coaching creation effort (Rensh & Lopez, 2016, 53). The trainer's perceptions of the expectations and needs of the customers (training participants) and their capabilities are directly related to the design and selection of methodological means of conducting psychological training and to individual effectiveness and development.

Methodical means of carrying out psychological training are effective under condition of their competent and adequate use by the trainer with observance of many methodical requirements: objectivity, scientificity, communicative interaction, partnership, self-efficacy of the trainer-psychologist. Thus, K. L. Milyutina (2004) allocates self-training of the trainer as psychological maintenance of conditions of efficiency of training. For this purpose the psychologist has suggested the exercise "Metaphors", which should be performed by the trainer during a lunch break after the first hours of training if there is a feeling that the group process is not effective enough. In this regard, the trainer should answer the following questions for himself/herself: - What is the main message of my workshop and who did I work as in the group (shepherd, trouble hanger, caretaker, watchman, etc.) and what can I call the group (special forces, herd, swamp, etc.) - connect these two images of the group and myself; - How would I like to work?; - What does the group want from me?; - What mythical hero do participants look like; - What do I create in the group: comedy, tragedy, epic?; - What can I do tomorrow, at the next training?

Today, an innovative style of training is coaching as a leadership technology that guarantees positive changes for clients, improving the characteristics of their performance. Group coaching processes are being actively researched by foreign specialists. Coaching can be used as a systematic and scalable tool for empowerment, culture and development in organizations (Drake & Pritchard, 2017). Thus, Lai & Palmer (2019) investigated current issues in executive coaching research, identified the main approaches to executive coaching, influential interpersonal skills that improve organizational learning and development process. According to the

authors, coaching is widely used in areas related to leadership development. At the same time, there is a lack of technological expertise in activating the reflective process that helps professional trainers ensure the quality of their practice and organizational support in the group. A phenomenological study of leadership development and management skills training programs was conducted by Spencer (2011). The results of the study serve to inform coaching practice that the combination of training and coaching has significant potential, the tools and values of both can work synergistically to promote more effective training program design and improve collaboration. Beets & Suki (2012) investigated some aspects of the effectiveness of a coaching training program and the extent to which the knowledge and skills acquired in implementing the program are applied in a practical setting.

Training is a technology of psychological influence on the personality, carried out in unity and sequence of processes of training, correction and development. Common is that training, correction and development is a certain type of activity; special - all these types of activity differ from each other; singular - each type of activity is shown individually in relation to each participant of training, has an individual psychological impact on him/her. The single group process includes three levels - cognitive (receipt of information); emotional (experience of emotions); conative (change, expansion of behavioral reactions). Training, correction and development should be carried out in the process of training in unity and consistency, only then you can achieve effective results, Makarov (2013). McMahan & Rodillas (2020) also investigated the effectiveness of psychotherapeutic personal development groups during training to promote both personal and professional growth.

Psychocorrectional techniques in psychological training as a technology

In training, realization of psychologically corrective goals is the most demanded and significant task for psychological practice and expectations of the group. In psychology (Maksymenko, 2015; Osipova, 2002), psychocorrection is a system of measures aimed at correcting defects in psychological development or a person's behavior by means of special measures of psychological influence. Psychocorrection is focused on the clinically healthy person, on discrete (specific manifestations of psychological reality - emotional states, values, desires, character traits, etc.) characteristics of the internal world of a person regardless of the degree of their violation, on the present and future of clients, psychocorrection

interventions are aimed at changing behavior and personal development and usually medium-term help (1 to 3 months - 40-45 meetings maximum).

The purpose and tasks of group psychological correction are defined as disclosure, anamnesis, comprehension and working through the client's problems, intrapersonal and interpersonal conflicts and correction of inadequate attitudes, installations, emotional, behavioral stereotypes on the basis of anamnesis and use of interpersonal interaction. Group psychologically corrective tasks focus on the three components of self-perception: self-understanding (the cognitive aspect), attitudes toward oneself (the emotional aspect) and self-regulation (the behavioral aspect). The presence of twelve participants in a group is considered optimum. Such number gives the chance of free interaction of participants among themselves; besides, it has organizational advantages - twelve is divided into two, three, four, which allows creation of various subgroups. The latter aspect seems extremely important as for many exercises demanding work in twos, threes and fours, the leader can face a problem of a shortage of people in subgroups. The frequency of group meetings can vary from 1 to 5 per week. The optimal duration of a group meeting is 1.5-2 hours (Maksymenko et al., 2015).

The body-oriented approach is actively used in domestic and foreign psychological practice of training. It is known that neurotic and psychosomatic problems result from stagnation of orgone (biological, sexual) energy. Stagnation leads to fixation of energy blocks on one or another muscle group - "muscular armor" which is considered to be a universal equivalent of suppression of emotions and is the basis of formation of "character armor" in the area of eyes, mouth, neck, chest, diaphragm, lower back and pelvis (connected with seven yoga chakras), which creates favorable ground for development of neurotic character. Raichian body therapy aims to restore the free flow of orgone energy through the body by dissolving the shell in each segment. Three main techniques are used to achieve this goal: - deep breathing through which energy is stored; manual influence on chronic muscle clamps (massage, pressure, touching, stroking, kneading of muscles); verbal analysis and frank discussion together with the client of the causes of muscle clamps (Vachkov, 1999).

Psychocorrection is oriented to clinically healthy people who have psychological problems and neurotic complaints in everyday life, as well as to people who feel well but want to change their life or aim at personal development. According to the realization of old maladaptive stereotypes, the transition is gradually made to the acquisition of new ones. A

psychologically corrective group provides a number of opportunities for this. In staffing a correctional group, two basic principles need to be observed: voluntariness (the client makes the decision to participate in the correctional group independently); awareness (clients are informed before the session about what group work is, what its purposes are and what results can be achieved). When developing correctional programs, it is necessary to base them on the following principles: consistency of correctional, preventive and developmental tasks; unity of correction and diagnostics; priority of correction of the causal type; consideration of age-psychological and individual features of the client; complexity of psychological influence methods; active involvement of the immediate social environment in the correctional program; reliance on different levels of organization of mental processes; growth in complexity; consideration of the volume and degree of diversity of mental processes.

Psychologically corrective influences are aimed at making the person aware and understanding his or her emotions and thoughts, changing behavior and personal development. Accordingly, in psychological correction of feelings, the role of the psychologist is to help the person to recognize self-acceptance and increase self-esteem by using the methodological toolkit of crisis intervention (the psychologist helps participants to face these feelings and makes it safe to express them; discusses these feelings in a non-judgmental manner), without psychological protections, with an interest; it helps to discover the roots of these feelings); cognitive analysis of release from guilt (the psychologist helps participants find distortions in thinking and learn alternative, more realistic ways of articulating their experience); psychotechniques for getting rid of feelings and social pessimism (we describe the situation with feelings of guilt, we find excuses for ourselves, we get rid of the sheet with records of guilt, we burn it or tear it into small pieces, we apologize, we make a conclusion about the past) (Afanasyeva & Perelyhina, 2016). Consequently, training can be subordinated to several purposes - not only psychological development of the client, but also correction of already established personal qualities or change of certain kinds of behavior.

The theoretical model of psychologically corrective practice assumes that the practicing psychologist uses a phenomenological approach to psychological correction. In the phenomenology of the psychologically corrective process, the main results of successful group work are expansion of the client's sense of being and increase in his or her vitality (internal resources, vital energy) through development of trust, the client's awareness of his or her own experience and differentiation between sensations and

experiences, construction of harmonious relations in dialogue with other correctional and psychological influences and personal changes, in particular the example of building such relations with a real personality psychologist (Yatsenko, 2006). Psychological correction should also be combined with therapeutic intervention of spiritual practices, cognitive-behavioral and family therapy (Khodayarifard & Fatemi, 2013).

Thus, in article the psychological-technological approach to methodical means of carrying out of psychological training as technology of influence on training and personal development of participants of training and correction on change of their behavior is carried out. Psychocorrective methodology in psychological training we consider on the basis of theoretical and methodological generalization of the conceptual provisions discussed in the article as a training technology and a set of psychotechniques, techniques and methods used by a psychologist to correct violations in the behavior of training participants, as well as in facilitating the personal development of clients.

Conclusion

The psychological and technological approach to methodological means of carrying out of psychological training as technology of influence on training and personal development of participants of training and correction of change of their behavior is based on the following conceptual positions. In psychological training the process of group communicative interaction is simulated, giving each participant of a training session an opportunity to reconsider significant life situations and the problems connected with them, to reflect the behavior in them and to find the most adequate ways of self-acceptance and psychological self-support. Psychological maintenance of personal growth of participants of training is directly connected with functions of methodological means (training toolkit) - diagnostics, perception, interpersonal and communicative interaction, development, corrective and psychological influences. The main methodological principle of use of methodological tools in the "hands" of the psychologist is "do no harm," which requires a high level of competence.

Depending on the paradigm and goal of psychological training, partner (democratic) and authoritarian (centrally administered) means of conducting it are distinguished. Psychocorrective technique in psychological training is a training technology; a set of psychological techniques, receptions and methods used by a psychologist to correct violations in the behavior of training participants, as well as in facilitating the personal development of clients. The choice of methods, techniques and techniques of psychological

training depends on the goals and objectives of the training program, the level of psychological culture and experience of interpersonal interaction of training participants, and the activity of the group.

Training technologies represent a creative resource for the training activity of the psychologist. The methodological means of conducting psychological training contain the basic methods typical of all types of training and on which training programs and projects are implemented. The effectiveness of training, therefore, the use of methodological basis of implementation of training technology in practice depends on the technological concept of training, methodological principles and rules, taking into account the individual approach, the specificity of the problems of training according to its main goal and objectives, personal and professional competence of the trainer and partnership relations of the active group-team.

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