

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

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PSYCHODIAGNOSTICS AND PSYCHOCORRECTION OF COMMUNICATIVE COMPETENCE OF JUVENILE INSPECTOR- PSYCHOLOGISTS

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ABSTRACT

Theoretical dimensions surrounding the psychological competence of juvenile justice personnel are explored. The author introduces a definition of "psychological competence" along with a structured model comprising motivational-volitional, functional, and reflexive components. Through theoretical analysis of research on psychological competence, we have developed our model outlining the structure of psychological competence among juvenile court workers. The motivational-volitional block encompasses motives, goals, needs, and values, fostering the creative expression of individuals within their profession and cultivating an intrinsic interest in their professional endeavors.

Key words: psychological competence, psychological literacy, socio-psychological dynamics, social-perceptual competence, psychocorrectional intervention.

INTRODUCTION

The training of personnel for juvenile justice stands out as a pivotal concern in the evolution of Russia's juvenile justice system. Investigating the professional aptitude of individuals working within juvenile justice unveils a complex framework, with psychological competence emerging as a cornerstone. In our interpretation, psychological competence extends beyond mere psychological literacy; it encompasses a blend of psychological knowledge, pedagogical insight, and professional acumen, all directed towards resolving practical challenges in training and education. This competence also underscores the attainment of a profound awareness of one's professional capabilities.

DISCUSSION AND RESULTS

The functional block primarily encompasses psychological knowledge, abilities, and skills necessary for designing and implementing psychological and

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pedagogical support for minors throughout all stages of investigation or during sentence-serving. This includes competence in understanding individual psychological characteristics, socio-psychological dynamics, and psychological and pedagogical methodologies.

On the other hand, the reflexive block entails the ability to consciously monitor one's activities and personal development, alongside achievements. It fosters qualities like creativity, initiative, collaboration, introspection, and a focus on self-improvement. This component serves as a regulator for personal progress, guiding the search for meaning in interactions, self-management, and stimulating self-awareness, professional advancement, skill enhancement, and the development of an individualized work approach.[1]

These attributes of professional competence among juvenile court workers cannot be viewed in isolation; they are inherently integrative and holistic, stemming from comprehensive professional training. Individual psychological competence, crucial for considering the unique characteristics of minors throughout investigations or sentence-serving, encompasses the knowledge and application of various aspects, including:

1. Individual-typical features such as constitutional attributes, neurodynamic properties of the brain, cerebral hemisphere functional geometry, and temperament.
2. Sexual characteristics, including the ontogenesis of sexual dimorphism.
3. Personal traits of the juvenile offender, encompassing their direction, motivational needs, values, attitudes, ideals, and character traits, as well as self-esteem.
4. Unique features of the mental processes of the juvenile offender, including individual manifestations of memory, perception, sensations, and thinking.
5. Age-related characteristics and developmental patterns of mental processes (e.g., perception, memory, attention) exhibited by minor offenders.

These components collectively contribute to a nuanced understanding and effective engagement with juvenile offenders within the legal system.

Socio-psychological competence refers to the capability to facilitate effective interaction with juvenile offenders. It is evidenced by the juvenile justice worker's perception and understanding of their responsibilities, their depth of psychological engagement in both objective tasks and communication, and the psychological climate defining their interpersonal relationships within the team.

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Social-psychological competence encompasses several types of psychological aptitude, including social-perceptual, social-communicative, and interactive competence.

Social-perceptual competence involves the ability to accurately assess the personality traits and emotional states of communication partners, as well as the capacity to interpret their verbal and non-verbal cues correctly. This competence is demonstrated through the thoroughness and depth of perception, understanding, and evaluation of individuals engaged in social activities and communication. It is rooted in emotional, sensory, intellectual, and social interactions, drawing upon one's creative and life experiences. The components of social-perceptual competence include motivational-target, cognitive, evaluative, and emotional aspects.[2]

Socio-communicative competence refers to the skill of establishing and maintaining necessary connections with others, articulating thoughts clearly and persuasively, presenting arguments, analyzing information, expressing judgments, conveying both rational and emotional content, fostering interpersonal connections, coordinating actions with colleagues, adapting communication styles to various professional scenarios, and facilitating dialogue.

The structure of communicative competence comprises three key components:

- 1.Motivational-personal,
- 2.Cognitive, and
- 3.Behavioral.

Communication skills embedded within communicative competence can be categorized into three stages:

1.Pre-contact: involves preparing for communication, strategizing tactics and approaches at a professional level, formulating statements appropriate to the speech context, and anticipating the emotional state of communication partners.

2.Contact: includes considering the psychological traits of communication partners, overcoming communication barriers, delivering compelling speeches, persuading others, employing effective argumentation, and providing feedback.

3.Post-contact: entails analyzing communication errors and setbacks, engaging in self-assessment and reflection, refining speech behaviors, interpreting the speech behaviors of others, and evaluating communicative behaviors through observation, analysis, and self-regulation.

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Precise psychodiagnostics within any psychological and pedagogical scientific experiment necessitates a skilled assessment of the level of development of psychological attributes. Typically, these attributes are those whose consistent changes are posited in the hypotheses under scrutiny. For instance, a scientific psychological inquiry might delve into aspects of human cognition—those purported to exist and evolve according to certain laws or in relation to various variables.

In each of these scenarios, meticulous psychodiagnostics of the corresponding cognitive properties is imperative. This process is aimed, firstly, at directly substantiating their existence; secondly, at showcasing the hypothesized patterns of their evolution; and thirdly, at demonstrating their actual dependency on the variables outlined in the hypothesis.

Accurate psychodiagnostics is indispensable in applied research, as convincing evidence is crucial in demonstrating that the assessed psychological characteristics indeed change in the intended direction as a result of innovations or interventions.[3]

In psychological counseling, a practitioner must conduct a precise diagnosis and assess the core of the client's psychological concerns before offering any advice. This assessment relies on individual conversations with the client and observations of their behavior. If psychological counseling extends beyond a single session and involves a series of meetings where the psychologist actively engages with the client to address their issues, it becomes essential to implement both "input" and "output" psychodiagnostics. This involves assessing the initial state of affairs at the beginning of counseling and evaluating progress at the conclusion of the intervention.

Psychodiagnostics holds even greater significance in practical psychocorrectional work compared to counseling processes. Here, it is crucial not only for the psychologist or experimenter but also for the client to be convinced of the effectiveness of the psychocorrectional interventions. The client seeks evidence that the collaborative work with the psychologist has brought about significant positive changes in their psychology and behavior.

This is essential not only to reassure the client that their time (and potentially money, if the services are paid for) has been well spent but also to enhance the psychocorrective impact of the intervention. It is well-established that belief in the success of an intervention is among the most critical factors in its effectiveness.

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Consequently, every psychocorrectional session should commence and conclude with a precise psychodiagnosis of the current state of affairs.

Diagnosing the competence of the indicative aspect of a communicative action often involves techniques rooted in "methods of analysis of specific situations." While this approach has limitations, as it does not directly assess the cognitive resources utilized in guiding a communicative action, it does enable an evaluation of the effectiveness of their utilization, which can be inferred from the accuracy of situational definition.

Moreover, by carefully selecting situations for analysis, it becomes possible to ensure the relevance of the stimulus material to the tasks typically encountered in the subject's everyday life and professional domain.

A comprehensive diagnosis of communicative competence, or an assessment of the resources underlying a communicative act, entails analyzing the internal mechanisms that facilitate action planning. During competence assessment, various quantitative and qualitative characteristics of a solution are employed, with a primary emphasis placed on indicators like the diversity of design solutions.

Given that competence encompasses a specific array of knowledge, abilities, and skills essential for successful communication, a strategy for constructing a diagnostic system involves inventorying these components (knowledge, abilities, and skills) and subsequently selecting or devising an appropriate psychological procedure. However, this approach encounters practical challenges. As research on communication expands and deepens, the proliferation of identified components outpaces the development of diagnostic tools meeting basic reliability criteria. Consequently, in practice, the assessment of competence tends to focus on a limited subset of its components. Given the difficulty of conducting a comprehensive diagnosis, it is advisable to establish criteria for selecting the primary components of competence for evaluation.[4]

CONCLUSION

Social-interactive competence encompasses the collection of skills and abilities essential for facilitating effective interaction among communicating individuals.

Psychological and pedagogical competence denotes the proficiency in integrating psychological and pedagogical knowledge to address practical

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challenges in providing psychological and pedagogical support for minors throughout all phases of investigation or sentence-serving.

The establishment of a framework for psychological and pedagogical support for juvenile offenders, along with the cultivation of psychological competence among specialists in the juvenile justice field, warrants dedicated scientific inquiry.

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