



**PRIVATE INSTITUTION
«HIGHER EDUCATION INSTITUTION
«INTERNATIONAL HUMANITARIAN AND
PEDAGOGICAL INSTITUTE «BEIT-KHANA»**

Department of pedagogy and psychology

**SYLLABUS
of academic discipline**

Communication training

**Teacher-developer:
PhD (psychology): Kydalova M. M.**

Dnipro-2023

1. Description of the academic discipline

Name of indicators	
Teaching language	Ukrainian
Semester	2
Total hours / credits	30
Number of content modules	3
Form of final control	offset

2. The purpose and objectives of the academic discipline

Socio-psychological training, to which the «Communication training» course belongs, is an applied section of social psychology.

The relevance of practical and theoretical assimilation of socio-psychological training technologies is determined by the need of a modern individual for competent communication in all spheres of life. Acquiring these qualities is especially important for students whose profession involves active communication, and communicative competence is part of the professional competence of future teachers and psychologists. Therefore, the work on students' assimilation of this course involves a combination of theoretical material with the acquisition of personal experience of working in a training group.

The **purpose** of the «**Communication Training**» course is to develop the communicative competence of future teachers and acquire coaching qualities.

Course objectives:

- to provide knowledge in the field of psychology of communication and coaching;
- adjust, form and develop attitudes of successful communication;
- to form practical skills and constructive communication skills;
- to provide knowledge of one's own psychological characteristics;
- to elaborate the ability to objectively perceive and evaluate oneself, other people, and the relationships formed between communication subjects;
- to elaborate the ability to constructively express one's own thoughts and feelings, prevent and resolve conflicts;
- to form the need for self-improvement;
- to elaborate skills and abilities of active listening, professional empathy;
- to elaborate the ability to develop training programs and conduct training sessions.

3. Competencies and planned results of study

The «Communication Training» course ensures that students acquire the following competencies:

GC 1. Ability to abstract thinking, analysis and synthesis.

GC 2. The ability to generate new ideas (creativity).

GC 4. Ability to show initiative and resourcefulness.

GC 5. Ability to work autonomously.

SC-2. The ability to communicate in academic Ukrainian and foreign languages in oral and written forms, to use different communication strategies, to form a community of students in which everyone feels like a part of it.

SC-5. The ability to organize and manage work and educational processes in primary education, which are complex, unpredictable and require new strategic approaches, cooperation with various social institutions, categories of specialists, using information and communication technologies and digital services.

Program results of study:

PR 1 Critically interpret and integrate knowledge about the conceptual foundations, goals, objectives, principles of the functioning of primary education in Ukraine in the course of solving complex problems in broad multidisciplinary contexts.

PR 5 Organize and manage work and educational processes in complex, unpredictable conditions that require new strategic approaches, establish cooperation with various social institutions, categories of specialists, using informational and communicational technologies and digital services..

PR 10 Compile a program of self-development and self-improvement, choose an effective toolkit for self-presentation of the results of one's professional activity, create one's own professional image.

should:

know:

- communication psychology;
- content, structure, specifics of training work;
- classification of group methods of psychological influence on the group and the individual, their place and possibilities of practical application;
- basic models of social and psychological trainings;
- methods of designing, conducting and process-analysis of psychological training;
- general characteristics of the training group;
- dynamics of the training group;
- criteria for evaluating the effectiveness of psychological training;

be able:

- to identify and identify social problems and, based on this, organize and conduct socio-psychological trainings;
 - evaluate the effectiveness of the conducted social and psychological training
- master:**
- methods and techniques of training work in practice;
 - training technologies.

4. Content of the program of academic discipline

Content module 1.

Conceptual and methodological principles of socio-psychological training.

Topic 1. socio-psychological training as a method of group work in practical psychology (2 hours). Concept of socio-psychological training. The history of the formation of the training method in psychology. Correlation of the concepts of "education", "group psychocorrection", "group psychotherapy" and "group training". Advantages of group form of psychological work. Goals and objectives of the training work. Classification of social and psychological trainings. Basic training methods. Specific features and main training paradigms.

Literature [1-4]

Topic 2. General characteristics of a training group (2 hours). Goals of a training group. Concept of group cohesion. Basic principles and rules of group work. Concept of group dynamics and its components. Use of group dynamics in training. Stages of group development. Quantitative characteristics of the group. Homogeneity and heterogeneity of training groups. Normative requirements for the qualitative composition of the group. Typology of "difficult" participants and peculiarities of working with them.

Literature [1-4]

Topic 3. Trainer as the central figure of psychological training (2 hours). Roles of a trainer in interaction with the group. Requirements for the trainer's personality. A model of an effective trainer. Characteristics of the trainer's professional competence. Typical mistakes of a trainer in working with a group.

Literature [1-4]

Topic 4. Basic methods of designing, conducting and process-analysis of psychological training (2 hours). General composition and logical sequence of psychotraining. Psychotechnical (psychogymnastic) exercises and games, group discussions as methods of communication training. Communication training models. D. Kolb's model and its significance for the construction and analysis of psychological training. Forms of organization of work of training participants. Aids are necessary for training. Criteria for evaluating the effectiveness of

psychological training. Supervision as a tool of process analysis and improvement of the trainer's professional competence.

Literature [1-4]

Topic 5. Purposeful use of types of training (2 hours). Characteristics of training methods. Targeted use of methods of psychological influence. Characteristics of training methods. The essence and tasks of the "analysis of specific situations" method. The methodology of conducting classes using the method of "analysis of specific situations". The technique of "Brain storm" as a method and form of active influence. Peculiarities of a "Brain storm". Characteristics of a business game method. Classification of business games. Diagnostic games. Productive business game: purpose, features of use and features. Educational business game: purpose, features of use and features.

Topic 6. Psychological analysis of communication (2 hours). Communication and its functions. Intercourse communication. Communication iteration. Communication perception. Types of communication. Communicative competences and communication barriers. Diagnosis of communication barriers. Development of competence in communication by means of social and psychological training. Contradictions of interpersonal communication and their resolution. Role communication. Management communication.

Literature [1-4]

Content module 2.

Practical work:

Development of communication skills means of socio-psychological training

Topic 7. Levels of communication and levels of interpersonal relationships (2 hours).

Topic 8. Psychological influence in the process of communication (2 hours).

Topic 9. Resistance to psychological influence in the process of communication (2 hours).

Topic 10. Constructive and destructive role of criticism in the process of communication (2 hours).

Topic 11. Conflict situations in communication and ways to resolve them (2 hours).

Topic 11. Assertive behavior in the process of communication (2 hours).

Literature [1-4]

Content module 3.

Practical work:

Use of role-playing games in communication training

Topic 12. Modeling of imitative behavior in a role-playing game of partner communication training (2 hours).

Topic 13. Structure of role-playing games (2 hours).

Topic 14. Planning a role-playing game (2 hours).

Topic 15. Conducting role-playing games at various stages of communication training (2 hours).

Literature [1–4]

6. Individual tasks

The work on students' learning of the «Communication Training» course involves a combination of theoretical material and the acquisition of personal practical experience of working in a training group. Based on the goal of this practical course as the development of professional and communicative competence of future teachers and psychologists, its main task is to practice the ability to develop training programs and conduct training classes.

Therefore, the individual task for students consists precisely in the development and conduct of training for communication with the group during the course by the cadet student.

8 hours of preparation and implementation are allocated to the individual task of students from the «Communication Training» course. Conducting the «Communication Training» event by the student is carried out in the second half of the course according to the student's psychological and methodical readiness. The evaluation of the event is carried out according to the criterion system:

1. Quality of equipment selection.
2. Selection of additional information material.
3. Content of the developed communication training.
4. Design of a training session.
5. The trainer's ability to provide instructions for performing exercises and tasks.
6. Objectively summarize each structural element of the lesson.
7. The quality of the trainer's adherence to the structural composition of the training session.
8. The trainer's ability to oversee the dynamics of the group process and timely adjust desired and undesirable changes based on the goal of the training.
9. The trainer's ability to be a moderator at their own communication training.
10. General, overall quality of organization and conduct of communication training.

Successful organization and conduct of the training is a condition for receiving offset. In general, the **offset** is conducted in the form of a final training, developed and conducted by the student on a self-selected topic.

The best student events are recommended for psychology week conduction for junior year students of various faculties.

7. Teaching methods

General:

- verbal teaching methods: discussion, explanation, story, lecture, instruction, work with a textbook and other information sources.
- visual teaching methods: illustration, demonstration, observation.
- practical teaching methods: exercises, algorithmization, practical psychodiagnostic works, situation method, training exercises, games and discussions, business game, role-playing game;
- active learning methods: active social and psychological learning;
- education and upbringing of students by the teacher's own example;
- self-upbringing and self-education;
- Methods of information and telecommunication technologies: LMS (Learning Management System) software applications for the administration of training courses within the framework of distance learning (Classroom, Prometheus, Quizlet, Udemy, EdX, Coursera, Brainly, Khan Academy, CK-12). WhatsApp, Viber, Telegram.

By the nature of cognitive activity:

- explanatory-illustrative method;
- reproductive execution;
- problematic execution;
- partially-search (heuristic).

8. Control methods

- oral questioning;
- assessment of the solution of typical tasks during practical classes;
- interview;
- assessment of the compilation of a summary on the subject of the class;
- assessment of the student's independent work tasks;
- assessment of the development and implementation of the practical activity «Communication Training» by the student;
- remote control;
- offset in the form of a final communication training.

9. Forms of current and final control of study success.

Current control:

survey, interview, review of notes, review of independent work tasks, assessment of the student's training exercises, games and discussions on the topic.

Final control:

offset in the form of a final training: development and implementation by the student of a practical activity «Communication Training» on a self-selected topic in the second half of the course on the student's psychological and methodical readiness.

9. Criteria and procedure for assessing the results of training

Active participation in lectures – 7 points.

The maximum score for participation in a practical session – 3 points.

The maximum score for independent work – 3 points.

Evaluation of theoretical knowledge and skills of the student in class

The maximum possible number of points for each practical work – 3 points, which corresponds to the grade «perfectly»; 2 points – «good»; 1 point – «satisfactory»; 0 – «unsatisfactory».

The final grade for the entire practical course is calculated as follows: the total number of points that the student received in the practical session and for independent work is divided by 2 and points for the individual task are added to it (50).

Assessment of the student's practical skills in class

Assessment criteria of training exercises independently selected and conducted by the student with a group in a practical session

1. Contentful information on the chosen topic and the appropriateness of the selection of exercises according to the topic of the training session – 1 point
2. The quality of conducting exercises with the training group and the ability to provide instructions for performing the exercise – 1 point
3. The trainer's ability to be a moderator – 1 point

Offset

The offset is conducted in the form of a final training, developed and conducted by the student during the «Communication Training».

The maximum score for completing an individual task – 50 points (this type of practical work must be performed by the student).

Assessment criteria for communication training conducted by a student

1. Quality of equipment selection – 2 points
2. Selection of additional information material – 2 points
3. Content of the developed communication training – 5 points
4. Design of a training session – 5 points

5. The trainer's ability to provide instructions for performing exercises and tasks – 5 points
6. Objectively summarize each structural element of the lesson – 5 points
7. The quality of the trainer's adherence to the structural composition of the training session – 5 points
8. The trainer's ability to oversee the dynamics of the group process and timely adjust desired and undesirable changes based on the goal of the training – 7 points
9. The trainer's ability to be a moderator at their own communication training – 7 points
10. General, overall quality of organization and conduct of communication training – 7 points

Rating Scale: National and ECTS

The amount of points for all types of educational activities		National scale assessment
		for offset
90-100	A	enrolled
78-89	B	
65-77	C	
58-64	D	
50-57	E	
35-49	FX	not enrolled with possibility of retaking
1-34	F	not enrolled with mandatory restudy of the discipline

10. Methodological support

- 1) syllabus of educational discipline;
- 2) lecture notes;
- 3) information and methodological support of practices and seminars;
- 4) information and methodological support of independent work of applicants.

11. Recommended literature

Main

1. Афанасьєва Н. Є., Перелигіна Л. А. Теоретико-методологічні основи соціально-психологічного тренінгу. Харків: НУЦЗУ, 2015. – 251 с.
2. Карпенко Є. В. Основи психотренінгу : навч. посібник. / Є. В. Карпенко – Дрогобич : Львівській державний університет внутрішніх справ, 2015. – 78 с.

3. Яценко Т. С. Психологічні основи групової психокорекції: навч. посіб. / Т. С. Яценко – К. : Либідь, 2005. – С. 107–257.
4. Яценко Т.С. Теорія і практика групової психокорекції : Активне соціально-психологічне навчання : Навч. посіб. / Т.С. Яценко. – К. : Вища шк., 2014. – 679 с.

Subsidiary

1. Акімова М. К. Психодіагностика // електронний ресурс доступу : <https://stud.com.ua/37582/psihologiya/psihodiagnostika> (2014)
2. Міщенко Т.А. Соціально-психологічний тренінг з формування вмінь саморегуляції емоцій у старшокласників / Т.А. Міщенко // Практична психологія та соціальна робота. – 2000. – № 7 (24). – С. 10.
3. Тренінг. Настольная книга тренера. Торн К., Маккей Д. / Кей Торн, Дэвид Маккей – СПб. : Питер, 2011. – 208 с.
4. Фопель К. Психологические группы : рабочие материалы для ведущего / К. Фопель. – М. : Генезис, 2011 – 256 с.
5. Фопель К. Сплоченность и толерантность в группе / К. Фопель. – М. : Генезис, 2011. – 336 с.
6. Хухлаева О.В. Основы психологического консультирования и психологической коррекции / О.В. Хухлаева. – М. : Академия, 2011. – 208 с.
7. Ялом И. Теория и практика групповой психотерапии / И. Ялом. – СПб. «Питер», 2013. – 327 с.

12.Information resources

Internet - resources

1. Сайт: ПУ ЗВО МГПІ "Бейт-Хана" :
2. Електронна підтримка навчання в ПУ ЗВО МГПІ "Бейт-Хана":
3. Бібліотека ПУ ЗВО МГПІ "Бейт-Хана" :
4. <https://stud.com.ua>
5. <http://ihtik.lib.ru>
6. <http://psychology.ru>
7. <http://psychiatry.narod.ru>
8. <http://psylib.org.ua>
9. www.cultinfo.ru
10. www.hrono.ru
11. www.peoples.ru
12. www.psy.msu.ru
13. <https://www.klex.ru/>