

**P. Pidiukov,**  
Doctor of Law, professor,  
**O. Dronova,**  
Candidate of Psychology,  
**S. Mazur,**  
**T. Bobko**

## **PSYCHOLOGICAL TRAINING IN THE WORK WITH THE EMPLOYEES OF THE BODIES OF INTERNAL AFFAIRS**

*Paper presents a psychological analysis of an effective training program with organs of internal affairs. The development of effective tools for getting accurate data is essential and will benefit any part of organization from an economic point of view (saving time and costs of getting knowledge) and psychologically (revealing of hidden personal characteristics of candidates, both favourable and least desirable for working in the system of the organs of Internal Affairs).*

**Keywords:** *psychological training, participants, reflection, training, MIA employees.*

Today interactive teaching methods, including psychological training are effective enough. This method is also known under the name "active socio-psychological training», «active social learning", "groups of intensive communication, socio-psychological training, sensitivity training", "active group training techniques" etc. There was a method of training in the nineteenth century. in medicine as a kind of psychotherapy, then, in the 20th century, began to be used in professional education and practical psychology [10]. It is considered that the first training group, focused on the improving the competence in communication, were organized by the students of K. Levin and got the name of T-groups. It is the same concept of "socio-psychological training, which is now widely used in psychological practice, introduced by M. Forverg. Nowadays a psychological training in applied professional group tasks, in the preparation of specialists of various professions, including employees of the OIA, for the personal development

to enhance the competence in communication, to solve personal problems, for motivation, adaptation, professionalisation and much more [9, 13].

The term “training” (from the English – training) has several meanings: training, education, grounding, training. It is used to refer to a variety of techniques, forms and methods used in psychological practice, both in the individual and group context. Although at the present time and there are many works devoted to the problem of the psychological training, and generally accepted scientific definition of this notion. So, for example, according to L. Petrovska, socio-psychological training is a tool of influence, aimed at the development of knowledge, social attitudes, skills and experience in the field of interpersonal communication, the development of the competence in communication, the psychological impact. Researcher identifies the following methodological forms of psychological training: video training, role based training, group analysis, assessments and self-reported non-verbal techniques, etc. [14]. Another view takes Y.Yemelyanov, who defines training as group techniques development of the abilities for learning and mastering of any complex activity [4]. I. Bachkov notes that group psychological training is the combination of active methods of practical psychology, which are used for forming of skills of self-knowledge and self-development [2].

According to S. Makshanov, the concept of "training" should be understood as multi-functional method of deliberate changes of psychological phenomena, groups and organizations with the goal of harmonization of professional and personal of human existence, as a way of reprogramming, existing in a human model control their behavior and activities; as the process of creating new functional formations (or already existing) that govern the behavior [7]. Different approach to the definition of the concept of "training" demonstrates Sytnikov, who considers training as an educational game that combines educational and gaming activity, which takes place in the conditions of creating different game situations [15]. V. Barko believes that training is the educational technology, focused on the use of active methods of group work with the aim of forming and development of competence, qualities, properties, skills, abilities and attitudes. This type of training has a number of advantages, among which the efficiency of absorption and

the development of knowledge and skills, behaviors, expanding creative possibilities [1].

Along with others O. Yevtihov claims that the group psychological training is a method of targeted changes human oriented at personal and professional development through the acquisition, analysis and to re-evaluate its own life experiences in the process of group interaction [3]. So, as you can see, the training is a method by which scientists-practitioners resolve many different topical problems. Such diversity is inherent to the definition of the functional direction of the psychological training. To the core of its functions are included: diagnostic, educational, developmental, preventive, correction, therapeutic, adaptative. Working Group of socio-psychological training promotes the maximum involvement of each participant in the process, which is achieved by activating the mechanisms of self-regulation. The activity process of self-regulation in the field of communication, and any other activities causes the effect of its implementation

According to L. Moroz, depending on the goals, objectives and targets are several varieties of trainings: socio-psychological training, which aims at the developing of communicative abilities, interpersonal relationships; training of personal growth, self-improvement, self-knowledge of personality; psychotherapeutic training, used for the purpose of correcting painful deviations in personal development; psychocorrection training aimed at the correction of mental processes; thematic training that aims to review specific topics you want to learn [10].

Recommendations for the conduct of the training of the employees of the OIA may be as follows: guide-psycholog must affect properly the psychological outlook of OIA employee, who participates in the training, to change without much resistance his stable, static representation of certain objects of the discussion. For example, in order to teach the OIA employee new model of behavior it should be provided obvious clues about the correctness of exactly one or another behavior and convince of the need to act exactly so, and not otherwise. As well as the need to prove him that he will be able to realize all this and definitely will have every chance of success. Otherwise, the results of this training can be put into question, and an employee of OIA after it formally does not believe in its effectiveness, will

not use the corresponding methods in practice, and if will, then only partially, while receiving mostly negative result that could cause disappointment in the possibility of changing the situation and break the stereotype of thinking and action [16].

O. Mozhaikina approved the program of training classes, which contributed to the enrichment of police knowledge necessary for understanding colleagues, supervisors and population; the development of skills to analyze their behavior and the behavior of others; determination of criticality and self-criticism; the development of the ability to find positive options for solving various life situations and etc. This gave her the opportunity to identify the main directions to overcome anti-social behaviour of OIA, which are: the psychological correction work with employees of the police, who are prone to antisocial (and aggressive) conduct and coordination of psychological and pedagogical activity of mentors and managers [9]. Her work is successfully used today for the development of training programs.

It should be noted that each training has its principles, in particular: 1. the active participation of each Member; 2. study of the creative positions of each participant; 3. objectification behavior; 4. optimization of cognitive processes in terms of communication, interaction; 5. partner communication and mutual assistance [6]. It is very important during the training session atmosphere in the Group was psychologically comfortable (in the social context), benevolent, respectful attitude to the members of the group, i.e., must be ensured a positive setting of each party to perform the exercises and interaction. Subjective opinion any participant training relative to itself can be quite predicted, so you should approach each of them individually, taking into account its features.

Fair, from our point of view, is the opinion of K. Miliutina about the fact that training can be considered successful if: emotional reactions of participants correspond to the content of the exercises and theoretical material; all participants to freely communicate with each other; noticeable nonverbal signs of openness and interest of participants; participants asked questions about the training and willingly participation in group discussions; discussion of the substantive

components of the training continues at recess and after training; neither the coach nor the participants in the training are not experiencing boredom or fatigue [8].

During the formation of militia groups for the training several provisions are defined. First, the difference in the age of the members of the training group should not be significant (not more than 1–3 years), because otherwise the elders can exert influence and pressure on the younger ones. Secondly, it is desirable that in the training of police officers were involved with different forms of expression of behavioral abnormalities. This, in turn, allows us to expand the range of reactions and ways of behavior in different training situations. Thirdly, the optimum strength training group is 6–12 persons. In lesser quantity decreases the possibility of mutual exchange of experience, and with the number of groups of more than 15 persons decreases time for feedback, justification and reasoning for his position, and, consequently, decreases the effectiveness of the solution of assigned tasks.

Typically, each training participant assimilates new one only through the application of their own active effort. You should also keep in mind that for each training session has formed on the following plan: – greeting and forming motivation to explore themes of classes; the mental warm-up, activation of the participants and create a positive atmosphere in the Group; – identifying the original level of knowledge of the participants of the training on each of his subjects; presentation of new information from training topics in the form of mini-lectures and group discussions; testing of acquired skills in practical exercises (role playing games); reflection, i.e. the awareness of participants of the training performed their work and its significance for each of them.

Rules and regulations for running training group, are, firstly, only after their previous discussions in the group, and secondly, after obtaining the consent of a majority of the members of the group to comply with them. This is a very important point, because the discussion and adoption of group policy is the first step in the formation of the responsibility for their own actions, behavior changes that can occur in the group. Otherwise, the members of the group will constantly shift the responsibility to the other party or its leader. Following this procedure, the psychologist should follow to no violate the rules, and when their failure is possible to use sanctions or punishments or discussion of the incident.

1) During the training sessions, the Group generally adheres to the basic rules: 1) rule of "activity", which rejects the possibility of passively "sit" and together with the permanent participation of each in the training classes. Because the psychological training refers to active teaching methods and most exercises implies the involvement of all members of the group, active participation in the training of all and each of them is mandatory. The principle of activity based on the defined patterns of assimilation of man 10% of information that is perceived by ear, 50% – information, accepted by users, and 90% of the information that is obtained during the independent activities.

2) rule "here and now", which allows you to analyze events that have a value for the participants of the training "now" and not those that occurred earlier. This is one of the central principles of group psychotherapy, which increases their own awareness of ourselves. 3) rule "privacy", i.e. ensuring nondisclosure talked about training issues beyond. It usually can be explained by ethic norm avoid discussing other people's problems "behind someone's back, and the more so – with people that do not participate in the training. 4) rule "personification" or personal responsibility, which aims that each participant of the training matches for his behavior in a group, as in real life. The essence of this rule lies in the fact that the participants of the training should be focused on the processes of self-knowledge, introspection and reflection. Even score their behavior should be done through declaring each of them their own feelings and experiences. During the training, invalid statements like: "most of my friends think..."

5) "we think ...» and etc., but, on the contrary, it is appropriate to use the expression "I believe ...", "I reflect ...". Such utterances testify to his own position and personal responsibility for it. Observance of this rule helps to solve one of the main tasks of the training is to teach each of its members to take responsibility for yourself and perceive themselves to be what it really is. 6) rule "brevity" allows participants to training in brief, sincerely and in fact speak, save time and learn to structure their thoughts. 7) usually do not interrupt others – i.e., be polite and respect the opinions of others (out of human moral and ethical principles).

8) rule "stop", which defines the exceptional voluntary service for each group member with the participation in our training classes. You can't make other people

do what they can for him. One member of the group who don't want to (or can't) answer any questions can always use rule "stop" (i.e., unsubscribe). 9) each participant of the training has the right at any time to ask for help (support) in the group. 10) rule "feedback", which determines the possibility to react to expressions, behavior, actions of other members of the group. L. Petrovska selects these feedback forms:

– intentional-unintentional form that is associated with the perception of information (feedback) on a conscious or unconscious level; – verbal-nonverbal form indicates that feedback may be referred to using the word, and using gestures, facial expressions, etc. [14]

The Debate is conducted separately for each direction. Here you should strive to ensure what said each Member of the group. It is very important to adhere to continuity in the discussion: first, the negative experience, and then positive. This is due to the fact that employees of the OIA have a very strong potential negative experiences interacting with mentors, leaders and citizens. Discussion of this experience gives you the opportunity to tell about their own experiences. Discussion of positive experience often leads to the realization that is not bad at all that there are people on which you can rely on, who can provide support, who understand and love [11].

2) 11) rule of "constructive criticism", which requires to be polite and avoid personal assessments, not to criticize a man, and his acts and to express their thoughts in a form that will not tolerate the humiliation of someone's personality. On the other hand, this should not try to explain something or make excuses – better listen carefully and ask clarifying questions. 12) not to be late for class. It should also be noted that appointment time for psychological training coach-psychologist reported beforehand that its participants might plan other their deeds

No less important are the requirements for premises for conducting training classes, which should be ample to put chairs in a circle, enough light and does not contain any potentially dangerous items. Most psychologists recommend starting and completed training exercises aimed at the revitalization and development of the participants reflectiveness, IE the ability of each of them to see themselves, their status "from" or "through the eyes of another".

Trainings in most cases consist of 3 main parts. 1. Introductory part (5% of the time); 2. Main part (90% of the time); 3. Final part (5% of the time). 1. Introductory part shall include: 1.1. Getting started with the participants of the training. At the beginning of the training host must visually assess the readiness and initiative as a whole group and its individual members to avoid a breakdown of the new formed groups in subgroups as appropriate conditions increases the likelihood that all the groups involved will be only a part of it. For more productive work it should be involved the training of all the participants, providing an individual approach to each. From the first minutes of the coach-psychologist should form a positive mood in the group. While greeting the coach-psychologist provides brief information about yourself.

1.2. Presentation of the training. After the introductory part of the announced topic of the training, in compact form – an issue that will be considered, regulations and order of work, reported the total duration of the training, to discuss organizational issues, are given time to answer the questions that have arisen in the participants, and expressed wishes for successful work. 1.3. The development of interest and bias regarding the training. They should start with a brief motivation participants, confirming the relevance of the issues, putting examples, facts, which indicate the feasibility of conducting the training, other factors that can help draw attention to the training and interest of the participants. Start preferably with exercises that have a game form, promote production and ease, the formation of psychological compatibility, installing real expectations from training its members. Continue the introductory part of the development of a single vector direction on effective learning under psychological knowledge, further – to announce the rules for the training (which can be defined also in the playful form, setting a humorous "punishment"), write or install them in a conspicuous place.

2. Main part, consisting of: 2.1. theoretical element when coach-psychologist gives the basic rules of effective behavior of participants in difficult and extreme situations; 2.2. the practical component, which provides the application of the above mentioned theoretical knowledge into practice at implementation provided by training tasks or exercises; 2.3. self-study (in the form of, for example, discussing the difficulties of performing individual tasks); at the end of each

exercise (tasks) to summarize, conduct discussions, identify positive and negative elements, giving (if it is necessary) additional tasks for independent study.

To improve the efficiency of the main part of the training you can hold its video with him watching and commented by coach, however, this is only possible with unanimous consent of all the participants, thus care should be taken about confidentiality and non-disclosure received during his posting information. Regarding the advantages of such an approach, it should be noted that it allows the participants of the training objectively evaluate itself "from the side" and identify the weaknesses and strengths of their actions, to develop and build the optimal variants of their own positions and stereotypes of behavior. 3. the final part. This stage consists in carrying out the main results of work, shaping the motivation of OIA employees – participants to actions in the future, according to the learned knowledge, advising them about the issues that have arisen during the training, the common characteristic of additional literature, etc.

3.1. module control, in particular by carrying out final tests, if necessary – with the staging of the control questions, a brief review of the background material from particular participants on the most important elements of the training. 3.2. the Discussion of the general impressions of the training, with the confirmation of the availability of the optimal feedback, identifying the real emotional-psychological state of the group, a sign that OIA employees are the participants of the training really will try to use to practice the skills and knowledge gained in the process and consequences of his conduct. During the psychological training is usually employed the following methodology.

1. Group discussion, that discussion participants of certain topics and positions, considering them from different points of view, allowing you to find out their opinions, positions and installations in face-to-face communication [5].
2. “Brainstorm” – most free form discussion, which provides the generation of new ideas in the process of the group rather than individual work.
3. Analysis of the situations that occurred in the life of the participants of the training that allows you to: share their experiences working in the framework of the problems; discuss the situation that has occurred in real life, identify the positive and negative moments in her decision; share experiences with members of the training group, which, in

turn, leads to emotional discharge and provides an opportunity to analyze the situation of the other participants of the training; compare each own behavior with the behavior of other participants, which will better understand their own attitudes and contribute to the process of reflection.

Most important it is once again emphasized that the training group is closed and any declared information should not go beyond the audience – it will increase the degree of confidence to lead and team members, and will also allow employees to police better understand the negative aspects of their behavior. 4. Work in pairs, threes or microgroups, which gives the opportunity to develop skills and apply already learned knowledge. 5. Exercise “To warm up”. At the beginning of the psychological training of the following exercises in the form of games are useful as a way of overcoming tensions and anxiety, for warming up the participants of the training. The game offers an opportunity to overcome the barriers, aloofness, remove the masks, "improvise, creatively express their" I ", etc.

6. Role-playing game – situations modeling training, where participants perform a role which, as a rule, they are not uncommon. Necessary to note that the use of "role-playing games" in the work of the group is extremely important for the participants of the training, because it does not only allow you to "lose", to expand the Repertoire of their own experience, but also to get acquainted with the different models of behavior, to assimilate the experience of others. In addition, participation in the draw situations enables group members to simulate and, consequently, modify their own behavior, to form the best way to conduct in the specific situation of each participant group [12].

Summing up, we can state that the psychological training is effective and productive method of formation of the necessary qualities, abilities and personality skills that promote the holistic implementation of operational and business objectives of OIA.

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