

SOCIO-PSYCHOLOGICAL TRAINING AS AN EFFECTIVE METHOD FOR FORMING COMMUNICATIVE SKILLS OF BORDER GUARD CADETS

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INTRODUCTION

The specificity of the future profession makes increasing moral demands on the border guard officer. These requirements act as a generally pedagogical idea, which should be based on wisdom, kindness, tact, ambition, demandingness, education, national consciousness of a person who has his own firm convictions, strong moral principles, able to courageously defend them, free and independent, person respected by subordinates and commanders. Interpersonal relationships, both objectively experienced and to a different degree conscious relationship between people, are closely linked to different types of social interactions. Interpersonal relationships within different forms of social relations are the direct realization of impersonal relationships in the activities of specific individuals in the acts of their communication and interaction¹ (Vygotskij, 1956). Thus, the formation of communicative skills is a reflection of the socio-cultural situation in the country, in the State Border Guard Service of Ukraine and relates to the socio-cultural situation as a single with the general, and the statement of the problem of the culture of interpersonal relations of border guard officers from psychological point of view seems to be a psychological aspect.

Intercourse or communication, is one form of human interaction. As a process of information exchange that reflects the results of people's reflection of reality, communication is an integral part of their social existence and a means of forming and functioning of their consciousness, individual and social.

Thanks to communication there is organization of appropriate interaction of people in the course of joint activities, the transfer of experience, work and household skills, identification and satisfaction of spiritual needs.

Also, while communication with the objects of professional interaction, future border guard officers will decide on the job tasks, and it is therefore

¹ Vygotskij L.S. (1956). *Izbrannye psihologicheskie issledovaniya* [Selected Psychological Research]. Moscow. 341 p. [in Russian].

natural that their ability to communicate, make psychological contact and conduct including in conflict situations will ultimately depend on the overall effectiveness of the profession. This gives reason to consider that communicative qualities are the most important element in the structure of the border guard cadets professional training.

Communication is the process of establishing and maintaining purposeful, direct or indirect (by one or other means) contact between people, in one way or another, in a psychological connection² (Koval, 2011). Making this contact allows you to either change the format of the joint activity by agreeing individual actions on these or other parameters, or, conversely, by allocating roles or functions to purposely influence the formation and change of the individual in the course of the activity.

Communication acts as a regulator of the relationship between objects of professional interaction. In addition, it should be borne in mind that the communicative activity of the border guard officer has a number of psychological characteristics. One of the most important psychological features of communication is its professional orientation, which is related to the need to contact also the persons who committed offense. A characteristic feature of the interpersonal interaction of border guard officers is its legal regularity it means compliance with the regulatory documents of the State Border Guard Service of Ukraine.

That is why today there is an urgent need to master the following communicative skills by border guard cadets:

- quickly establish psychological contact with strangers;
- exert a legitimate psychological influence on the objects of professional interaction;
- overcome psychological barriers in communication;
- perceive other people impartially.

1. Methodological analysis of the nature and content of social and psychological trainings

Psychology as a science examines the «patterns of development and functioning of the psyche as a special form of life.» «If the world of relationships is created by human activity, then what can be distinguished as their definite psychological» substance «? L. Vygotskij wrote. Such substances are categories that are used both in the cultural and psychological

² Koval S.B. (2011). *Psykholohichni chynnyky rozvyvalnoi komunikatyvnoi sytuatsii u vyshchyykh zakladakh osvity: Dys... kand. psykhol. nauk* [Psychological factors of developmental communicative situation in higher education institutions: Dis ... Cand. psych. Sciences]. Ivano-Frankivsk: Vasyl Stefanyk Carpathian University. 205 p. [in Ukrainian].

categorical apparatus, which are «intended» in the inner world and «represented» in human behavior, activity and interaction between people³ [Vygotskij, 1956]. The unity of personal, social and activity factors in the psychological reflection incipience forms, its determination of psychological conditions, the active mediation of interpersonal relations in a social group, a systematic approach to the study of psychological processes and also theoretical provisions were formulated by military psychologists such as O. Safin, O. Timchenko, V. Yahupov and others. The dissertation researches of Y. Potapchuk, O. Makarevych, V. Kokhan, V. Nevmerzhytskyi, V. Semeniuk, T. Oliinyk, A. Trots, R. Belousova, O. Ivanova, H. Haidukevych and others were devoted to the scientific and practical analysis of the formation of communicative skills in military teams.

The theoretical concept is based on the following principles: systematicity, determinism, development, unity of consciousness and activity.

Modern humanitarian education requires the development of new active teaching methods, new programs and teaching aids developed on the basis of scientific research and practice of scientists – teachers in psychological disciplines. The teaching method is a rather complex, multifaceted and multidimensional pedagogical phenomenon that reflects the objective patterns, principles, goals, content and forms of learning⁴ (Yalom, 2010). This connection with other didactic categories is reciprocal: the principles, goals, content and forms of learning determine the method, but they cannot be implemented without taking into account the possibilities of their practical implementation.

Communication as an objective necessity in all forms of life arises at the same time with the formation of human society and the formation of man, but for a very long period it is not realized as a value, even in a purely practical, utilitarian sense⁵ (Puzikov, 2005). Inventing by man the personal sense of communication, the need in communication, in the process of which the individual asserts himself as a personality and realizes himself as a moral being, is the result of all subsequent history of mankind, in the thorny path of which the moral culture of communication, in some sense, emerges as a common form of practical activity of people. Given the current situation in Ukraine and directly in the State Border Guard Service, there is an urgent

³ Vygotskij L.S. (1956). *Izbrannye psihologicheskie issledovaniya* [Selected Psychological Research]. Moscow. 341 p. [in Russian]

⁴ Yalom I.A. (2010). *Gruppovaya psihoterapiya: teoriya i praktika* [Group psychotherapy: theory and practice]. 3rd ed. Moscow: Aprel Press, Psihoterapiya. 576 p. [in Russian]

⁵ Puzikov V. G. (2005). *Tekhnologiya vedeniya treninga* [Technology for conducting a training]. St. Petersburg: Rech Publishing House. 224 p. [in Russian]

need to find new non-traditional methods of study at a higher military educational establishment as extremely complex psycho-pedagogical and social-pedagogical entities.

The idea of training was first born among psychologists who, in 1946, trained teachers and social workers. The main task was to solve the problems connected with teaching and working in social groups. The founders of the training are K. Bens, L. Brandfort and K. Levin. In a year, the first training laboratories were established, in which social and psychological training groups were created. Later, an organization called the «National Training Laboratory» was established, under the auspices of which all training groups that had emerged and were already operating. American humanities scientist K. Rodzhers called group training the grand revelation of our century. All methods of socio-psychological training are characterized, first, by the orientation on the wide use of the educational effect of group interaction⁶ (Rodzhers, 1994a), and secondly, these methods implement the principle of training group members through the use in the study elements of research.

Famous social psychologist K. Levin and his colleagues in the forties of the twentieth century started to create first training groups (T-groups) to increase the competence in communication with management staff. Psychologists have noticed that participants in small groups, when analyzing personal experiences, receive benefits and positive shifts, due to the fact that most people live and communicate in a society and in a group. K. Levin's main idea was to create situations in which T-group members could identify and change their attitudes, develop new behavior forms, and to do so, one must overcome authenticity and learn to see oneself as others see. The T-group was defined as a gathering of heterogeneous individuals who met to explore the interpersonal relationships of group dynamics engendered by interaction⁷ (Rodzhers, 1994b).

Such groups actively trained managers, political leaders who wanted to effectively interact, manage, resolve conflicts in organizations, strengthen cohesion in groups. Sensitivity groups that emerged in 1954 were focused on explaining a person's vital values, enhancing his sense of self-identity.

Later in the 1970s. of the twentieth century German researcher M. Forverh introduced the concept of «social-psychological training» (SPT) in the training of industrial production managers. He noticed that during the

⁶ Rodzhers K.R. (1994). *Vzglyad na psihoterapiyu. Stanovlenie cheloveka* [Look at Psychotherapy. The formation of man]. Transl. from English, ed. and foreword by Isenina B.I. Moscow: Publishing group «Progress», «Univers». 480 p. [in Russian]

⁷ Rodzhers K.R. (1994). *Vzglyad na psihoterapiyu. Stanovlenie cheloveka* [Look at Psychotherapy. The formation of man]. Transl. from English, ed. and foreword by Isenina B.I. Moscow: Publishing group «Progress», «Univers». 480 p. [in Russian]

social-psychological training the formation of effective communication skills, due to the role-playing games with elements of dramatization, clearly occurs⁸ (Forverg, 19).

Soviet psychologist L. Petrovskaya, the first in the 80-ies of the twentieth century substantiated theoretical and methodological aspects of social and psychological training. She interpreted it as a means of developing competence in communication, and considered it as a means of influence aimed at developing knowledge, social attitudes, skills and experience in the field of interpersonal communication⁹ (Petrovskaya, 2007).

Therefore, training (from the train – to teach, educate, prepare, train) – is a method of active learning aimed at developing knowledge, skills and social attitudes. According to a practical psychologist O. Evtihov, «Group psychological training is a method of intentional change of the person, aimed at personal and professional development through acquisition, analysis and reassessment of personal life experience in the process of group interaction»¹⁰ (Evtihov, 2005).

According to the author of the training of partner communication I. Slobodianiuk, social – psychological training of partner communication is a method of active social – psychological training and influence aimed at increasing the competence in communication¹¹ (Slobodianiuk, 2010). V. Puzikov is of the opinion that conducting social-psychological training defined as «the field of practical psychology, focused on the usage of active methods of group psychological work for the development of competence in communication» should not be limited to training of communication, so training is an effective technology for teaching specific skills and abilities. A more important process is training, mastering and learning new skills based on group dynamics¹² (Puzikov, 2005).

Non-traditional, search methods are quite productive in military–professional training. They enable cadets not only to creatively acquire basic

⁸ Forverg M. & Alberg T. (1984). *Harakteristika socialno-psihologicheskogo treninga povedeniya* [Characteristics of socio-psychological behavior training]. / *Psihologicheskij zhurnal* [Psychological Journal], Vol. 5, No. 4. P. 57–64. [in Russian]

⁹ Petrovskaya L.A. (1982). *Teoreticheskie i metodicheskie problemy social'no-psihologicheskogo treninga* [Theoretical and methodological problems of socio-psychological training]. Moscow: Publishing House of MSU. [in Russian]

¹⁰ Evtihov O. V. (2005). *Praktika psihologicheskogo treninga* [The practice of psychological training]. St. Petersburg: Rech Publishing House. 256 p. [in Russian]

¹¹ Slobodianiuk I.A. (2010). *Treninh partnerskoho spilkuvannia* [Training of affiliate communication]. Kyiv: Navchalno-metod. tsentr “Konsortsium iz udoskonalennia menedzhment-osvity v Ukraini” [Educational and Methodological Center “Consortium on Improving Management Education in Ukraine”]. 48 p. [in Ukrainian]

¹² Puzikov V. G. (2005). *Tekhnologiya vedeniya treninga* [Technology for conducting a training]. St. Petersburg: Rech Publishing House. 224 p. [in Russian]

knowledge, but also to master this knowledge at once in the context of their profession. These methods emphasize the development of learning potentials, proceed from the independent value of the search activity, put the teacher in the position of a partner for educational research, suggest the personal participation of all persons who take part in the educational process, mainly, to bring the ready knowledge, then in training the research participants themselves have to come to them. These methods suggest a kind of model training. Non-traditional methods include business, role, situational or imitation, operating games (trainings); the use of psychological tests that allow you to identify personality traits, tests to control knowledge; creative, active work with the concept apparatus; compilation of thematic crossword puzzles; choice of theme, route and writing of excursion scripts; conducting of various sociological researches, experiments, pedagogical practicum.

Traditional forms of training involve the acquisition of theoretical information by the cadet with its subsequent application, and then the opportunity to evaluate the usefulness of the received knowledge. Therefore, in traditional training, the teacher focuses mainly on the content of the training, and, using training technologies, he primarily facilitates reflection of the training participants acquired knowledge, which must be transformed through the intelligence, experience, emotional feelings of the subject of activity, which largely provides adequate feedback. In the course of the training, the participants, through feedback, show a lack of skills, so-called «white spots» of theoretical knowledge, as well as the inadequacy of existing attitudes and stereotypes¹³ (Sidorenko, 2004). This helps to correct inefficient behavior models and replace them with new ones that are more effective. A significant advantage of the training methodology is that it provides a unique opportunity to explore complex, emotionally relevant issues in a safe training environment, rather than in real life with its threats and risks. Training allows you to learn without worrying about the unpleasant consequences that can arise if you make the wrong decision.

Depending on the purpose and tasks that the training should solve, the following types can be distinguished:

- 1) socio-psychological training – aims at the development of communication skills, interpersonal relationships, the ability to establish and develop different types of relationships between people;
- 2) personal growth training – aims at self-improvement, resolving internal personal conflicts, contradictions, etc.;

¹³ Sidorenko E.V. (2004). *Trening komunikativnoj kompetentnosti v delovom vzaimodejstvii* [Training of communicative competence in business interaction]. St. Petersburg: Rech Publishing House. 208 p. [in Russian]

3) thematic or social-educational training – is directed to the consideration of a specific topic, the content of which must be mastered, and the acquisition of the following skills and skills:

communication skills – they are developed throughout the training with the help of special games and exercises;

decision-making skills – for this purpose the trainer can use: «brainstorming»; discussion of one problem by the whole group; awareness and problem-solving games; decision algorithm etc;

skills to change behavior strategies that help a person to: flexibly respond to any situation, better adapt to the environment, quickly find a way out of difficult situations, realize their plans and achieve goals;

4) psycho-correction training – aims at the correction of mental processes, training of certain qualities and abilities personality;

5) psychotherapy training – aims to correct painful deviations of personal development (neurotic disorders, decompensation, character accentuations, etc.).

Each training consists of the same parts: introduction, main part and conclusion. The volume ratio of these parts in each case may be different. It depends on:

training goal – if it is only informational training, then the stage of practical skills formation can be very shortened;

type of target group – the younger the target group, the more used games-warm-up, games aimed at rallying the group, and the smaller the information block;

duration of training;

the level of preparedness of the group – if the group is well-informed, more time can be devoted to skills formation and discussion of social phenomena.

Nowadays, the practice of active social education has become second birth, since intensive methods of social and psychological training (business, role-playing games, etc.) were conducted many years ago. Thus, as early as the 1930s, about 15-20 variants of business games were used at individual enterprises and establishments. The reason that such work was terminated in our country is explained, first of all, by insufficient methodological base and weak connection of theory with practical problems.

2. Basic procedures and principles of group operation

The main content of communication in a training group is the sphere of human motives, the range of its needs. Through collective discussion, introspection, participants are able to understand the true meaning of their

actions, see themselves from the outside, analyze their own experiences, subjective ideas.

Active social and psychological training can be seen as a new direction in the professional training of future border guards, which ensures the integration of the creative potential of management communication¹⁴ (Safin, 1997). The effectiveness of such a process is ensured by the group phenomenon. First of all, it's an opportunity to get feedback and support from people who share problems and experiences. In this group, people feel accepted and actively accept others, trust the group, and trust themselves. In a such group a participant can experiment with different communication styles, learn and practice different communication skills, feeling psychological comfort and security. Therefore, feeling support and control, the participant of the training group gets the opportunity to take possession for themselves certain styles of relations with different partners.

To start with, social and psychological training primarily develops the ability to maintain communication, psychologically stimulate the activity of a partner; maximum use the social and psychological characteristics of the communicative situation to realize its strategic line; to predict possible ways of development of the communicative situation in which communication develops; psychologically adjust to the emotional tone of partners' communication. I. V. Vachkov determines the specific features of social and psychological training. Observance of the principles of group work¹⁵ (Vachkov, 2007).

Focus on psychological assistance to group members in their self-development:

1. The presence of a more or less permanent group (7-15 people).
2. Specific extensional organization (isolated room, participants sit in a circle).
3. Emphasis on the relationships between the group, which are analyzed in the situation «here and now.»
4. Application of active methods of groupwork.
5. Objectivation of subjective feelings and emotions of group members regarding each other and what is happening in the group.

¹⁴ Safin O.D. (1997). *Psykhologhiia upravlinskoi diialnosti komandyra*: Navchalnyi posibnyk [Psychology of commander's management activity: textbook]. Khmelnytskyi: PVU Academy Publishing House. 149 p. [in Ukrainian]

¹⁵ Vachkov I.V. (2007). *Psihologiya treningovoy raboty: soderzhatel'nye, organizacionnye i metodicheskie aspekty vedeniya treningovoy grupy* [Psychology of training work: substantive, organizational and methodological aspects of conducting a training group]. Moscow: Eksmo. 416 p. [in Russian]

6. Atmosphere of unselfconsciousness and freedom of communication between participants, formed climate of security.

Through the creation of an atmosphere of safety and tolerance in the group, which is neither criticized nor condemned, training participants find the opportunity to interact positively with others.

These specific features are otherwise fundamental to the organization of any training session, and the realization of these features is a specificity of the training work as a form of organization of activity¹⁶ (Mitina, 1997).

Education in social and psychological training is conditionally reduced to three levels: superficial, primary interpersonal openness, deep personal self-disclosure.

At the surface level, there is orientation in the group, a sense of sympathy and dislike develops, surface interactions are observed in accordance with social and group norms.

At the level of primary interpersonal openness, protective barriers are reduced, there is partial self-disclosure, there is a willingness to accept criticism, similarity and difference of opinions, attitudes are established, and social sensitivity is increased.

At the level of deep personal self-disclosure, the mechanisms of self-defense are excluded, sensitivity to the reactions of participants is exacerbated, deviations from the moral and ethical behavioral norms are revealed, the «I» concept and «I» image of each participant are revealed.

Psychological content of the processes occurring in social and psychological training, is reduced to:

decrease in self-centered tendencies in the participants' behavior (decrease in verbal words, increase in number of non-verbal contacts, increase of feedback, increase of partner's understanding and understanding);

exacerbation of social sensitivity of participants (reduced communication thresholds, exacerbated sense of situation, group states and processes);

inhibition (weakens the effect of protective mechanisms, regulatory self-control, a sense of safety and security, increases the naturalness of behavior, open expression of feelings, thoughts, relationships, activate personal potentials);

actualization of the creative potential of participants (the speed of generating ideas increases, the variability of reactions and behavior in general increases, the originality of problem-solving increases);

¹⁶ Mitina L.M. (1997). *Lichnostnoe i professionalnoe razvitiye cheloveka v novykh socialno-ekonomicheskikh usloviyakh* [Personal and professional development of a person in new socio-economic conditions]// *Voprosy psikhologii* [Psychology Issues]. No. 4. P. 28-38. [in Russian].

objectification of participants' behavior (the adequacy of self and self-esteem increases; the categorical expression is reduced and cognitive constructs are complicated);

developing self-sufficiency of the group (there is mutual support, a need for each other, a sense of closeness of the group);

increase of group work efficiency (mutual understanding between participants increases, time expenses for the organization of group work decrease)¹⁷ (Yevdokymova, 2013).

It is also necessary to define methods of training work on the formation of communication skills and reflective abilities. The teaching method is a system of consistent interdependent actions between the teacher and the cadets, ensuring the assimilation of the content of education. It is characterized by three features: learning goals, ways of assimilating the content of learning, and the nature of the interaction of the learning subjects (teacher and cadet). Such methods are:

method of research creative position. During the training the participants of the group are aware of their personal resources, opportunities, features. The training program reproduces such situations that allow the group members to try and train new ways of behavior, to experiment with them;

a method of objectification (awareness) of behavior. The universal means of objectifying behavior is feedback. This method is aimed at the formation of skills, attitudes and attitudes, which increases the collectivist-oriented level of communicative interaction;

the method of confidentiality boils down to the recommendation not to advertise to outsiders the content of communication that develops in the course of work. This helps to create an atmosphere of trust, prevents possible moral harm, and the experience gained becomes the property of the group;

a method of role-playing. The participant of training sessions is constantly involved in playing a certain situation, performing the exercise, watching the behavior of other participants. A training participant may be involved in certain activities at any time in the group. At the same time, participating in the training and watching what is happening in the group is one of the most difficult tasks for the participants.

¹⁷ Yevdokymova N. O. (2007). *Sotsialno-psykholohichniy suprovid stanovlennia fakhivtsia yak subiekta profesiinoy pravnychoi diialnosti* [Socio-psychological support of becoming a specialist as a subject of professional legal activity] // *Aktualni problemy navchannia ta vykhovannia liudei z osoblyvymi potrebamy: tezy dopovidei* [Actual problems of education and education of people with special needs: abstracts]. Kyiv: University "Ukraine". P. 238–240. [in Ukrainian].

Kinds of role-playing game: dating exercise, vicious circle, interview «I am a journalist», «Interview», game «Paper and pin», game «Situation «right-wrong». The main types of game method are:

psychotechnical games aimed at relieving mental stress, developing the ability to understand one's mental state, assessing it adequately and effectively managing oneself;

game methods of conflict resolution, the main task of which is to develop the cadets' abilities for reflection and empathy;

positional games (communication games), based on the concept of E. Berne and allow cadets to occupy a position that is optimal for communication with a partner (ability to perceive).

Social and psychological trainings (adaptational, leadership, motivational, conflictological, antimanipulative) are aimed at accelerating the process of adaptation of cadets and border guards, formation of their motivational sphere and professional ideology, development of communicative skills in conflicts, confrontation of manipulative motives, confrontation with manipulatives, psychological culture, deepening the responsibility of participants for their own professional development¹⁸ (Romaniuk, 2004).

Structurally social and psychological training includes: problem statement, actualization of participants' personal experience, gaining of new experience through modeling of ways of actions, behaviors, formation of behavioral patterns, awareness and reflection of new experience in order to create a real environment, control the level of achievement, change of social and professional attitudes, stereotypes of behavior that allows to transfer the learned in training ways of action into reality.

CONCLUSION

Interpersonal relationships within various forms of social relations are the direct realization of impersonal relationships in the activities of specific individuals in the acts of their communication and interaction. Therefore, the formation of communicative skills is a reflection of the social and cultural situation in the country, in the State Border Guard of Ukraine and relates to the social and cultural situation as a single with the general, and posing a problem of culture of interpersonal relations of future officers.

Nowadays, the practice of active social education has become second birth, since intensive methods of social and psychological training (business,

¹⁸ Romaniuk L.V. (2004). *Psykhologichni chynnyky rozvytku tsinnisnykh orientatsii studentskoi molodi: Dys... kand. psykhol. nauk* [Psychological factors of development of student youth value orientations: Dis ... Cand. psych. Sciences]. Kyiv: The Taras Shevchenko National University of Kyiv. 207 p. [in Ukrainian].

role-playing games, etc.) were conducted many years ago. Thus, as early as the 1930s, about 15-20 variants of business games were used at individual enterprises and colleges. The reason that such work was terminated in our country is explained, first of all, by insufficient methodological base and weak connection of theory with practical problems.

First of all, it is necessary to define methods of training work on the formation of communication skills and reflexive abilities. The teaching method is a system of consistent interdependent actions of the teacher and the cadets, ensuring the assimilation of the content of education. It is characterized by three features: learning goals, ways of assimilating the content of learning, and the nature of the interaction of the learning subjects (teacher and cadet)¹⁹ (Trots, 2013).

Such methods are:

method of research creative position. During the training the participants of the group are aware of their personal resources, opportunities, features. The training program reproduces such situations that allow the group members to try and train new behaviors, to experiment with them;

a method of objectification (awareness) of behavior.

A universal means of objectifying behavior is feedback. This method is aimed at the formation of skills, habits and attitudes, which increases the collectivized and oriented level of communicative interaction;

the method of confidentiality boils down to the recommendation not to advertise to outsiders the content of communication that develops in the course of work. This helps to create an atmosphere of trust, prevents possible moral harm, and the experience gained becomes the property of the group;

a method of role-playing. The activity of a training group participant differs significantly from the activity of a person. The participant of training sessions is constantly involved in playing a certain situation, performing the exercise, watching the behavior of other participants.

The main purpose of social and psychological training (improving competence in communication) can be specified in tasks with different formulations, but necessarily related to the acquisition of knowledge, the formation of communication skills, the development of attitudes that determine behavior in communication, perceptual abilities of a person, with correction and development of the system of personality relations, because

¹⁹ Trots A.S. (2013). *Dynamika samovdoskonalennia maibutnoho ofitsera u vyshchomu viiskovomu navchalnomu zakladi: Dys... kand. psykhol. nauk* [Dynamics of self-improvement of future officer in higher military education: Dis ... Cand. psych. Sciences]. Kyiv: I.I. Mechnikov National University of Odesa. 193 p. [in Ukrainian].

personal identity is the background that paints in different colors of human action, all its verbal and non-verbal manifestations²⁰ (Hryashcheva, 2006).

The main directions of formation of communicative skills in frontier cadets during the educational process are changes and correction of social attitudes and motivational sphere of personality, as well as the development of skills of competent communication. Prospects for further scientific research are to create a model of social and psychological training for the preparation of leading bodies of protection of the State Border of Ukraine.

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²⁰ Hryashcheva N. Yu. (2006). *Psichogimnastika v treninge* [Psycho-gymnastics in training]. Rech and Institut Treninga Publishing House. 256 p. [in Russian].

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