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Self-development and psychohygiene in education of nurses and social workers (we learn them to care not only about the client?)

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The aim of the paper is to point out the need of education in the field of psychohygiene among students in helping professions. The place of health psychology in the training of future professionals is increasing in the context of primary prevention. Neglect of psychohygiene is related to reduced quality of life, job satisfaction and psychological safety at work. The correlation of deficiencies in the above components with burnout is significant. Professional personality requirements are subject to change in society and require high professional standards, professional competence, human and moral qualities (paraf. Barkasi a kol, 2017).

Characteristics of psychohygiene

Psychohygiene is a set of conditions necessary to ensure mental health, well-being and performance. They are all means (principles, guidelines) by which we can achieve mental health. There are some generally applicable principles that should be followed, but each individual has their own specific knowledge that they should know. Duffková a kol. (2008) it perceives it as an individual's lifestyle. It is a consistent way of life of an individual whose parts are interrelated and interrelated, based on a unified foundation and a common core that overlaps with all essential activities. She explains it as a cultural dimension, especially leisure, habits, qualities and interpersonal relationships. It is essential that students have the opportunity to acquire knowledge and skills about these principles during their professional formation. The basic principles of psychohygiene include:

Lifestyle. It implies not only adequate eating, but also sufficient and good sleep, avoiding addictive substances.

A suitable regime and composition of work activities, hobby activities and rest. It focuses on adherence to biorhythms, knowledge of its performance curve, correct time - management.

Functional partnerships, family, friendships and time for them are closely related to social support. Social support is relationship support in the environment in which one lives; increases stress resistance and the desire to survive life losses and crises.

Self-knowledge as a component of psychohygiene focuses on positive self-acceptance and worldview with established values and goals of life.

Work relationships and their building imply activity as opposed to passive reactivity in situations. Communication skills should promote reciprocity and teamwork. Mental safety at work is „an individual's awareness that if he / she makes a mistake in his / her job, he / she will not be punished for it, his / her interpersonal relationships will not change, he / she can ask colleagues for advice, help and feedback without being perceived as incompetent“ (Vévodová, 2017).

In the education of social workers in Slovakia, there is a space for grasping a part of the above mentioned attributes by means of social-psychological training. Thematically it is engaged in self-knowledge, communication and counseling process. There is no space for lifestyle, time management, support for functional relationships. The situation is worse in the preparation of nurses in our country. There is no socio-psychological training completely. It is not permitted to confuse patient-oriented training of communication with psychohygiene. As reported by Fulloková, Gajdošová (2010), teaching the subject of communication in Slovakia is unsatisfactory in the medical field. The reason is also the fact that it does not build on the fundamentals of psychohygiene and self-knowledge of the student, which leads to a formal theoretical grasp of the issue, resp. focusing only on the nurse - patient level without benefit for other nurse relationships. The subject of psychology of health, which nurses received, does not have enough hours to provide more than a theoretical overview and initial information about the above attributes of psychohygiene. Education in helping professions requires an increased focus on self-development and self-knowledge. Without having learned the basics of psychohygiene during studies, the risk of students burnout is very high. Prevention in the education process has several benefits. For students, these are prevention of mental disorders, better and more stable work performance, functioning social relationships, and subjective satisfaction. Improved working climate for the employer, inhibition of turnover and incapacity for work, stabilization of the work team. And last but not least, the benefit for the educational institution is the awareness of the education of professionals ready to take care not only of the client but also of themselves.

Conclusion

Psychohygiene should be an essential preventive factor in helping professions. It participates in self-development and protects against burn-out syndrome. It affects not only the individual, but also his family and wider social surroundings. Since it also affects clients and patients in helping professions, it significantly affects the quality of care and services provided (Šeblová, 2013). Changing current relationships, especially fictitious through social networking, poses a risk to the young person's proper formation and ability to share with others both in private life and at work. Educational institutions should respond promptly to these risks and focus on shaping not only educated but also personally mature professionals in helping professions. „We believe that the human element undoubtedly contributes to the quality of social services and that it follows that social workers and other workers should be personally mature and proficient for the performance of their profession“. (Vansač, 2017,s.247).

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Школьный специальный педагог в условиях дошкольных учреждений в Словацкой Республике

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Цель нашей статьи – информировать специализированную среду о новой рабочей позиции «Школьный специальный педагог», которая в свою очередь исторически, является первой в Словацкой республике, имплементированной прямо в среду дошкольных учреждений от 2018 года, изменения были реализованы Национальным проектом „PRIM“ – проект инклюзии в дошкольных учреждениях“. Обязанности специального педагога в среде дошкольного учреждения направлены на оптимизацию обучения и индивидуального развития детей (с акцентом на детей со специфическими воспитательно-образовательными потребностями). Главным заданием специальных педагогов в дошкольных учреждениях является реализация инклюзивной диагностики детей непосредственно перед переходом в первый класс, с помощью инструментов депистажней ориентационной диагностики и последующей эффективной стимуляции, для помощи при акселерации развития детей дошкольного возраста с проблемами физического здоровья и детей с неполноценным социальным окружением, что отвечает основной философии инклюзивного образования.