

SUPERVISION AS A FORM OF PSYCHOLOGICAL MENTORING: MODERN APPROACHES AND MODELS

Конева Светлана Хамидовна

Старший преподаватель кафедры

«Общая педагогика» НПУУз им. Низами

Abstract

The article discusses the phenomenon of supervision as a form of professional mentoring. The historical prerequisites for the formation of supervision, its key functions, foreign and domestic approaches are highlighted. Particular attention is paid to modern models of supervision, their comparative characteristics and practical significance.

Introduction

It is shown that supervision performs educational, supportive, controlling and developing functions, contributing to the formation of the teacher's professional identity and the prevention of emotional burnout.

In professional psychology and psychotherapy, supervision occupies a special place as a form of mentoring that provides support and development of a specialist. It creates a space for dialogue, reflection and exchange of experience between a more experienced specialist and a novice psychologist or teacher.

A modern specialist (psychologist, teacher) is faced with the need for constant professional development and self-improvement. In this context, supervision becomes not only a condition for professional growth, but also an indispensable element in maintaining the quality and safety of psychological assistance.

The idea of supervision originates in psychoanalysis. S. Freud, teaching his students, insisted on the need to analyze their work under the guidance of an experienced mentor. Later, the tradition was consolidated in the schools of psychoanalysis, gestalt therapy, and cognitive behavioral therapy.

In the second half of the 20th century, supervision began to be used not only in psychotherapy, but also in counseling, pedagogical and social psychology. Today,

in many countries, supervision is a mandatory part of professional practice (for example, Great Britain, Germany, USA).

In Russia and Uzbekistan, the active development of supervisory practices began in the 1990s, mainly due to international educational programs. Gradually, supervision became part of the structure of professional training and advanced training of specialists.

In the Russian scientific literature (A.S. Kiseleva, E.V. Fedorova, L.V. Surkova, etc.), supervision is considered as a system of professional support and training that ensures the stability of a specialist in the profession.

In modern psychology, the following functions of supervision are distinguished: Educational – training in methods of consultative work, development of theoretical base and practical skills.

Supportive – reducing the level of professional anxiety, helping to prevent the syndrome of emotional burnout.

Controlling – ensuring the quality of work and the safety of the client.

Developmental – the formation of reflective skills, awareness of professional identity, and the development of critical thinking.

Modern models of supervision

Model	Authors	General provisions	Features
Discriminatory model	Bernard (1981)	The supervisor acts in three roles: teacher, consultant, mentor.	Flexibility, adaptation to the situation.
Developmental model	Stoltenberg, Dalworth (1987)	The levels of professional development of a psychologist are distinguished: from a beginner to an expert.	The style of the supervisor depends on the stage of development of the specialist.
Integrative model	Carroll (1996) and others.	Combining the approaches of different schools. Attention to ethics, the personality of the psychologist and the context of practice.	Versatility, complexity.
Group supervision	developed in humanistic schools	Several specialists discuss cases and professional difficulties.	"The effect of collective intelligence", learning from someone else's experience.
Solution-oriented model	Inskipp & Proctor, 2001	Focus on setting goals and finding practical solutions.	Practicality, short-term focus.

In Russia and the CIS, in recent years, the areas of supervisor training have been actively developing. Researchers emphasize the following aspects:

Kiseleva A.S. considers supervision as a means of forming professional identity and preventing emotional burnout.

Fedorova E.V. notes that supervision performs not only a control, but also a psychotherapeutic function, especially at the beginning of the professional path.

Surkova L.V. emphasizes the importance of group forms of supervision for young specialists, as they provide a professional community and social support.

In Uzbekistan, the practice of supervision is developing in educational and clinical psychology, often in the form of methodological associations and seminars.

Supervision and mentoring: similarities and differences

Mentoring traditionally involves a hierarchical model of "senior-junior". Supervision, on the other hand, is distinguished by a partnership position, an emphasis on dialogue and reflection. However, it can be seen as a modern form of mentoring, where the mentor is simultaneously a teacher, a counselor, and an emotional supporter.

Practical Significance of Supervision

Supervision performs important tasks in the professional practice of a psychologist and teacher:

- ✓ ensures the quality of consultative and therapeutic work;
- ✓ forms the specialist's stability and readiness for difficult cases;
- ✓ reduces the risk of emotional burnout;
- ✓ increases public confidence in the profession of a teacher, psychologist.

Supervision is a unique form of professional mentoring that combines training, supervision, and support functions. In modern conditions, it is becoming a necessary element of the professional culture of a specialist.

Foreign and domestic studies show that supervision contributes to the development of professional competence, the formation of identity and the prevention of burnout. Modern models of supervision provide flexibility, versatility and orientation to both professional and personal tasks of the specialist. Thus, supervision can be considered as a strategic resource for the sustainable development of psychological practice, ensuring its quality, safety and humanistic orientation.

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