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PSYCHODRAMA IN EDUCATIONAL AND SUPERVISORY WORK WITH SPECIALISTS OF PSYCHOSOCIAL SERVICE OF GENERAL SECONDARY EDUCATION INSTITUTIONS

В статті надано опис пролонгованої навчально-супервізійної роботи з фахівцями психосоціальної служби закладів середньої освіти міста Вінниці методами психодрами. Мета проекту передбачала підвищення навчально-виховного потенціалу психолого-педагогічних працівників навчальних закладів у впровадженні інклюзивної освіти в рамках проведення організаційно-методичної роботи.

Мета заходів полягала також у знайомстві з методом психодрами та його популяризації серед фахівців шкільної психосоціальної служби. Саме тому були використані як загальновідомі, так і авторські техніки, короткий опис яких наведено у статті.

Вправа 1. «Стигма та інвалідність». Мета виконання вправи полягає у зверненні уваги фахівців психосоціальної служби на проблему стигматизації ставлення до людей з інвалідністю в шкільних закладах і суспільстві в цілому, та пошуку екологічних засобів для психокорекційної роботи з нею.

Вправа 2. «Контроль і зв'язки». Вправа виконувалась у чотири етапи і послідовно звертала увагу на особливості особистісного контролю над ситуацією, соціальною взаємодією, можливістю створювати робочі групи і бути в них ефективними. Рефлексія даної вправи допомогла учасникам в проєкції краще зрозуміти свої психологічні межі. Також вправа звертає увагу психологів на власну професійну ідентичність.

Вправа 3. «Досвід, ранги, досягнення, місця і люди».

Проєкція даної вправи спрямована на дослідження власного професійного досвіду психолога. Виконання вправи сприяє розумінню власного місця в професійному колі та отримати взаємопідтримку.

Вправа 4. «Капелюх Емоцій, Капелюх Логіки».

У вправі відбувається самовивчення особливостей організації та співвідношення роботи власних функцій логіки та емоційного реагування на події. Дана вправа допомагає глибокій рефлексії особистості.

Висновки. Використання методу психодрами може бути ефективним засобом в супервізійній на навчальній роботі у професійному колі психологів.

The article describes the prolonged training and supervisory work with specialists of the psychosocial service of secondary education institutions in Vinnitsia using psychodrama methods. The aim of the project was to increase the educational potential of psychological and pedagogical staff of educational institutions in the implementation of inclusive education as part of organisational and methodological work.

The events also aimed to introduce the psychodrama method and promote it among school psychosocial service professionals. That is why both well-known and original techniques were used, a brief description of which is given in the article.

Exercise 1: "Stigma and disability". The purpose of the exercise is to draw the attention of psychosocial service professionals to the problem of stigmatisation of attitudes towards people with disabilities in schools and society as a whole, and to find ecological means for psychocorrectional work with it.

Exercise 2: "Control and connections". The exercise was carried out in four stages and consistently drew attention to the peculiarities of personal control over the situation, social interaction, and the ability to create working groups and be effective in them. Reflection on this exercise helped the participants to better understand their psychological boundaries in the projection. The exercise also draws psychologists' attention to their own professional identity.

Exercise 3: "Experience, ranks, achievements, places and people".

The projection of this exercise is aimed at exploring the psychologist's own professional experience. The exercise helps to understand one's own place in the professional circle and to receive mutual support.

Exercise 4: "Hat of Emotions, Hat of Logic".

The exercise is a self-study of the peculiarities of the organisation and the correlation between the work of one's own functions of logic and emotional response to events. This exercise helps to deeply reflect on the personality.

Conclusions. The use of the psychodrama method can be an effective tool in supervisory and educational work in the professional circle of psychologists.

Keywords: psychodrama, psychosocial service of general secondary education institutions, professional identity of a psychologist, reflection, supervision, psychodrama techniques.

Psychosocial services of general secondary education institutions work to solve psychological and social problems that arise during the educational process in Ukrainian schools. Their activities are supported by the work of psychologists and social workers. The work is complex and requires high qualifications. But modern social challenges are constantly complicating the problems that have to be solved. Therefore, it is important to constantly improve the knowledge and skills of specialists of the psychosocial service of the educational institution. One of the ways to improve the work of psychologists and social workers is to organise supervisory seminars and professional development trainings for them. An important aspect of such work is to create conditions for the development of the professional identity of psychologists and social workers in general secondary education institutions and to focus their attention on reflecting on their own activities.

The importance of organising such types of work is indicated in the documentation of the Educational Ombudsman of Ukraine [3], which meets the requirements of the Professional Standard for Practical Psychologist of General Education Institutions [4].

Formulation of the problem. At the same time, the practical work of psychosocial service specialists is overloaded with administrative work and there is little time for self-reflection and mastering new methods of psychological work with participants in the educational process. That is why a long-term work with the use of psychodrama methods was organised with specialists of psychosocial services of general secondary education institutions.

The purpose of the article is to present the experience of educational and supervisory work with specialists of school psychosocial services using psychodrama methods.

Analysis of research and publications. The uniqueness of the method of psychodrama, which was proposed by Jacob Moreno in the 20-30s of the XX century. The main provisions of the organisation of the psychodramatic process were described by P. Kellerman, G. Leitz, A. Schutzenberg. Modern practices of psychodrama are developed by M. Karp, P. Haworth, K. Tavon.

In Ukraine, the development of psychodrama is continued by well-known scientists P. Gornostai (2021), L. Karamushka (2022), N. Chudaieva (2020), G. Shuldyk (2020) and others.

Gornostai P.P. (2021) considers the role-based approach as a leading method in psychological and psychocorrective work with conflict, interpersonal interaction, and an effective means for personal growth.

A significant contribution to the development and popularisation of the psychodrama method has been made by the Vinnytsia School of Modern Psychotherapy, which has been operating since 2008 and provides training in the psychodrama method. The school's founder and permanent trainer and supervisor is Tetiana Komar, PhD in Psychology, Associate Professor of the Department of Psychology and Social Work at the Vinnytsia State Pedagogical University named after M. Kotsiubynskyi. The School of Psychodrama works under the coordination of the Association of Psychoanalysts and Psychotherapists of Ukraine.

It is on the basis of theoretical and practical experience supported by the Vinnytsia School of Modern Psychotherapy that the work with specialists of psychosocial services of general secondary education institutions was organised and conducted, and is presented in this article.

Outline of the main material. We describe the psychodramatic training and supervision work conducted with a group of professional psychologists and social educators working in school educational institutions in Vinnytsia, Ukraine. Our activities were agreed upon and supported by the Department of Education of Vinnytsia City Council and lasted for more than five years. The study was carried out as part

of professional support in grant projects from the Vinnytsia City Council. "Inclusive Education: Workshop on Communication Competence for Psychologists of Vinnytsia Educational Institutions". The aim of the project was to increase the educational potential of psychological and pedagogical staff of Vinnytsia educational institutions in the implementation of inclusive education by conducting five theoretical and practical trainings to improve communication competence. All trainings were conducted with the use of psychodrama both in group interaction and in examples of work with protagonists. This activity was carried out for psychological and pedagogical staff of educational institutions working in the context of inclusion in educational institutions.

The other project was called "Development of the professional identity of psychologists and social educators working with children in the educational process". The entire workshop in the projects was based on the use of psychodrama. The programme was carried out as part of the organisational and methodological work of the Municipal Institution City Methodological Cabinet of the Department of Education of Vinnytsia City Council in cooperation with academic institutions and public associations to improve professional skills, develop professional identity and prevent the phenomenon of professional burnout of psychologists and social educators of Vinnytsia educational institutions.

The number of group participants varied for objective reasons. The most numerous event had 64 participants, the smaller one had 39 participants. The group consisted of psychologists and social educators from schools and kindergartens in Vinnytsia. The work took place during working hours, with the consent of the management, but was not regulated by the administration of educational institutions.

All trainings were held according to the same schedule. The location of the meetings also changed due to logistical reasons.

Schedule of events:

9.30-10.00 - Registration of participants.

10.00-10.30 - Greetings, introduction of the agenda, reflection on the work done with the participants

10.30-12.30 - Group process.

12.30-13.00 - break.

13.00-14.30 - group process.

14.30-15.30 - reflection and summary of the work done.

An example of a meeting:

Greetings, setting up for work, finding out the current state of the participants, updating the group rules of work. Participants are asked to choose a common topic for the work. The group agrees that the topic "Peculiarities of the work of a school psychologist" proposed by the facilitators remains relevant for everyone (15 minutes).

Information block on the format of intervention and supervision work using psychodrama techniques. Feedback from participants on the results of work after previous meetings (15 min.).

Theoretical part about the peculiarities of reflection and reflexivity of the individual and the place of this phenomenon in the work of a school psychologist, the functional difference between logical and emotional assessment of events or situations (20 min.).

Questions for self-examination and reflection in the course of work: how do I reflect, in what conditions do I use a logical assessment of events, and when do I use a more emotional one? What is more inherent in me.

Practical part of the group process with the use of psychodrama techniques (time allocation according to the work plan). Reflection by the participants.

Depending on the tasks, the frequency and format of the work changed, but we managed to create a common professional space for specialists of psychosocial services of educational institutions in Vinnytsia. All the group members work in different educational institutions and report to their administrations, but they also have a separate professional space for support and communication. The peculiarity of organising the work of the psychosocial service of an educational institution is that the activities must be carried out in accordance with the requirements of both the administration of the educational institution and the general professional standards of psychologist's work. In some cases, these requirements do not coincide, and the specialist finds himself or herself in a professional conflict. That is why the support of colleagues and a clear professional identity become a guideline for solving difficult cases in the work of psychologists. One of the results of our work was the improvement of communication between psychologists and social educators of all children's and school educational institutions of the city. This allows specialists to do their job better and receive support and prevention of professional burnout.

The purpose of our events was also to introduce the method of psychodrama and popularise it among school psychosocial service professionals. That is why we used both well-known and original techniques.

Examples of psychodramatic techniques and exercises:

Warm-up 1. Task: Participants make a circle. The trainer asks to greet everyone in an unusual way and sets an example by touching several participants with his/her elbow or knee with a smile or wink. Invites others to show their spontaneity in unusual greetings. The participants move randomly in the room and gradually the general mood becomes friendly and interested.

The facilitators then suggest stopping and getting to know each other better. Trainer: "To do this, first make sure that the person is ready to talk. Say hello and ask if the person is ready to be physically touched. When you get a yes, touch the other person's arm, shoulder, or knee. Do not lose eye contact, be sensitive to your partner's readiness to touch. You can thank your partners for meeting you and repeat the exercise with other participants."

When the atmosphere in the group becomes quite active, the trainer invites the participants to stand in a circle and make sure that their neighbours agree to physical contact.

Then everyone should turn to the same side and put their hands on the shoulders of the person in front of them. The whole circle starts moving at different speeds set by one of the trainers. Gradually, the speed is adjusted to the most acceptable in the group, then the trainer offers to start massaging the shoulders of the partners in front. Laughter, happy exclamations. Then the trainer suggests turning 180 degrees and "taking revenge" on the partners in the exercise.

Examples of reflection from participants after the exercise: "it was very difficult, it was a new experience for me", "when I know a person, it is much easier to touch than a stranger", "it is easier for me to touch shoulders and knees than hands, they are more intimate for me than touching a naked body", "it was cool", "it helped me relax".

Warm-up 2: "I know everyone". Participants stand in a circle. The trainers are in the circle of the group. The trainer calls out the name of the participant to the left and right of him/her, then his/her own name. And so on in a circle, all participants should be named. Then you need to call the names of all those present in the circle.

Warm-up 3. "True or false, easy or hard". Instructions from the trainer: - I am going to say some statements. If I say "true" you take a step forward, if I say "false" you take a step back. When I say the word "easy", you take a step to the left, when I say the word "hard", you take a step to the right. Whoever makes a mistake is out of the game.

After a while, the conditions change. When I say "true", you have to take a step back, when I say "false", you have to take a step forward. When the word "easy" is said, you step to the right, and when the word "hard" is said, you step to the left. Those who are wrong are out of the game.

Exercise 1: "Stigma and disability"

We used this exercise at one of the first trainings to make participants aware of their "own damaged part" and the stigma in the perception of disability in society.

We realised that role-playing could be too traumatic for the participants. Therefore, we first played the exercise ourselves in the roles.

To do this, a chair was placed on the stage (centre of the hall). All participants sat in a circle, at a certain distance. One of the trainers (Oleksandr) took on the role of a person with a disability. He put himself in the role, told us who he was. And we depicted the disability with a large shawl that was wrapped around the disabled person in such a way that it significantly limited their ability to move. The tied-up protagonist sat on a chair in the centre of the stage and took the end of the rope in his hands.

The second trainer (Lilia) held a ball of rope and slowly walked around the chair with the disabled person and wrapped it around him/her to the accompaniment of the "choir". The participants were asked to recall and say out loud all the accepted social opinions (stigmas) about disability. Participants could live the performance as observers or be the "choir".

The exercise turned out to be very emotionally intense. The "stigma" was imposed until one of the observers demanded that it be stopped. Then we discussed the situation and came to the conclusion that it should not be this way.

After that, we began to "unwind" the exercise in the opposite direction. Lilia twisted the ball, and the participants said other things they wanted to say during the exercise. These included apologies, suggestions, and plans for the future.

Next came the role reversal and reflection. Participants said that they had never thought about disability in such a way that they felt difficult. After the discussion, several participants expressed a desire to repeat the role-playing exercise on themselves.

At the end of the exercise, the participants exited the roles and reflected.

Examples of reflection from participants after the exercise: "it was very difficult to even watch the process", "I wanted to disperse everyone", "I wanted to cry and scream", "it shouldn't be like this, people come to your senses, it's not true!", etc.

This exercise was a key moment in the work to help the group members accept the inclusive environment.

Exercise 2: "Control and connections". This exercise was carried out in four stages.

2.1. The trainer gives the task to walk around the room and use the looks to form groups of three. Then the trainers gave each person a piece of elongated thin paper (toilet paper), about 1 metre long.

The task was to silently create a triangle of paper in the group, easily holding it with two fingers. And to sit in the space of the hall without interfering with other triangles.

The hall is quite spacious, but the need to keep the paper triangles taut creates inconvenience in moving around, and eventually the space becomes too small. Therefore, it is necessary to maintain control within the group without words, taking into account external circumstances and silently negotiating with neighbours.

Reflection after the exercise. When the group completed the task, the trainers allowed them to speak. After the first emotional outburst, the participants talked about the specifics of how they experienced their own ability to control internal and external circumstances. After that, the trainers suggested that they reflexively transfer the experience from the exercise to situations in their counselling work with clients.

2.2. Next, the facilitators set a task for the group to form a shape from the paper strips with their eyes closed.

Reflection: "it is impossible without breaking the rules!", "I want to control", "total control is exhausting". Everyone said that they could not do the task correctly without breaking the rules and were worried about it. Thin strips are like a connection that cannot be controlled enough. To complete the task, you had to use cunning or hope for phenomenal sensitivity.

The presenters pointed out that the difficulties in performance that arose were related to the external or internal locus of control inherent in the individual participants. It was agreed that to solve the problem, it was necessary to move the personal situation out of the stuck position. They talked about the feeling of blocked energy and not knowing how to resume activity.

The discussion focused on the participants' experience of difficulty in controlling the situation. Participants answered the following questions: What exactly caused the tension? What was more difficult - to obey or to take control? What made it difficult to make up your mind?

2.3. Next, the facilitators arranged the participants according to the scheme: those who had the most difficulty with the exercise were placed in the centre, and those who did not find it particularly difficult were placed on the periphery. In this way, the group was reformatted in space. The participants continue to hold their paper strips in their hands. Some of them were already torn, so they were replaced with new ones.

The facilitator offered to form the connections again, but now she arranged and "connected" everyone with the strips in a spiral format. Those who had the most difficulty with the previous task were in the middle.

The trainers stood at the beginning and end of the chain with the participants. Slowly, one of the coaches (Oleksandr) began to twist the chain towards the centre, while the other coach closed the chain. The participants moved at first trying to hold the paper strips, but as the spiral became tighter towards the centre, the strips broke and they held hands. The action was accompanied by various shouts and jokes. They stopped when it became impossible to move towards the centre. The participants were standing very tightly, and there was discomfort. The trainers asked them to record their feelings and asked about their current desires. Everyone wanted to untangle themselves as quickly as possible.

After a short reflection on the participants' states (one or two words), the second leader (Lilia) began to move the chain in the opposite direction, but keeping a close distance to the previous circle of participants. In other words, the spiral of participants began to unwind and turned into a common circle. At the end of the exercise, most participants breathed a sigh of relief.

Reflection: Participants mostly talked about discomfort in the spiral. "It's hard to breathe", "it's hot", "we can't move", "it felt like a dead end, a trap", "it feels like being in a closed, crowded trolleybus".

But there were also other responses: "on the contrary, it's easier for me, everyone supports me", "you don't have to take everything on your shoulders and you can rely and trust others".

After discussing the current state of the group, the facilitators suggested comparing the participants' feelings about their ability and ability to control events during the exercise and in situations of counselling or other work with clients.

Trainer: - If we project this exercise to work with clients, what components of the counselling process or other work with clients did you observe for yourself and what do you find difficult to control in your work? Where were the clients in this exercise? Where did you keep track of yourself in the disposition of the counselling work? What was a piece of paper for you? What were the other elements of the work like? What helps and hinders you in your work? Which type of control - focused on external circumstances or on yourself - is more difficult for you?

"A piece of paper is a client, and I was afraid not to harm them"

"A figure is a client, and a piece of paper is a way to connect something"

"Networking and support from colleagues are very important"

"I need space for self-expression"

"Oh, how my ideas about work have expanded, and I have even more questions!"

In general, the reflection touched upon both professional components and personal experiences of the participants. Everyone came to the conclusion that self-reflection will continue, and that toilet paper can be used as a tool in the work of a psychologist.

2.4. Warm-up. At the instruction of the facilitators, all participants get up from their chairs and form a circle, look around, listen to their feelings.

Task: Start a chaotic movement, explore the space within the conditional circle, find a comfortable place for yourself. At the instruction of the leader, everyone stops and records their location.

Then the leader gives a new task: Those standing on the edge of the circle put their hands in front of them, pointing to the centre of the circle, close their eyes and stand there. A conditional boundary is formed. The participants who remain in the centre of the circle move with their eyes closed within the circle, touching other participants and trying to recognise them without opening their eyes (the outer circle does not move). The trainer gradually adds participants from the outer circle to the inner circle until all participants are moving.

Performance analysis: In the course of the work, some participants found it difficult to move with their eyes closed, and anxiety rose. Sometimes participants opened their eyes despite the instruction. The leaders left such participants in the circle, but asked them to limit their movement among the others.

Reflection: Participants are asked to answer the questions "What happened to you? What did you feel? How did you feel when you were in the centre and in the outer circle? What helped you to perform the task and what hindered you? Which assessment of the situation did you mainly use? Logic or emotions?"

Answers: "Distraction when I was with my eyes closed, but then it became easier when I explored the space. Then, when the boundaries disappeared, anxiety appeared."

"I kept wanting to open my eyes, but then I abstracted myself and couldn't hear anything, so it became easier."

Coach: - When you had certainty, a logical explanation, you started to build strategies, to plan something. You felt better.

"It was easy and comfortable when I touched and were touched"

Trainer: - The circle gives a sense of security and a mechanism of trust. How is our group different from a herd of animals?)))

"We have logical thinking"

"We understand that we don't need to do harm"

"We have certain relationships"

Coach: - *You try to be aware of what is happening. This is the main difference. During the exercise, you tried to assess the situation. Emotionally or logically. And now we are analysing the event and realising the process and consequences. That is, reflection is involved.*

Exercise 3: "Experience, ranks, achievements, places and people".

3.1 *The trainer asks the participants to build a "chain of the psychologist's professional experience". To do this, all participants should form a line according to their professional experience, from beginners to "old masters". When the group has completed the task, the trainers offered to applaud the subgroup of younger participants, but not necessarily in age. Then a subgroup of intermediate experience, and then applauded the very experienced psychologists. The participants themselves determined which*

subgroup they belonged to. After that, there was a "dialogue of experience" between the subgroups. Participants were asked to speak about mistakes and achievements on behalf of a certain category of their own experience, not as individuals. Participants also asked questions from the roles, made wishes, requests, and promises.

Reflection: After the standard procedure of exiting the roles, participants shared their feelings in the role of experience and related them to their own current situation.

3.2. Next, the trainers asked the participants to imagine a map of Ukraine on the stage and to place themselves on it, according to their place of origin. It turned out that there were participants in the group who were born or lived outside Ukraine. They found seats in the room according to their imaginary geography. After that, a dialogue took place between different geographical parts, between the west and the east of Ukraine. The pain of loss, fear and hope were discussed. Participants were able to express support for their traumatised colleagues. Each region boasted of its achievements and peculiarities, and invited people to visit. Gradually, the participants moved around the stage of their own accord and formed a common circle of resource support. They talked about this in the final reflection.

Please note that the event took place before the start of the full-scale war with Russia. Among the participants were colleagues who had moved from the then-occupied Donbas and a colleague who had moved from Russia earlier. Therefore, it was important for us to create conditions for emotional integration and resource filling in the group.

Exercise 4: "Hat of Emotions, Hat of Logic".

On the stage, the trainer puts two chairs on which he puts two large hats: black (symbolises logic) and coloured (symbolises emotions)

Trainer, introduction to the game: - In life, in any situation, we always have several choices. There are at least three options. Because if there are two options, it's not a choice, it's a dilemma. Then we don't choose, we just survive. So what do we do? Before choosing an option, we have to assess the situation. And how do we assess it? At the beginning of our meeting today, we said that assessment can be logical or emotional. You remember that C.G. Jung said that logic and emotions are functions of the psyche, thanks to which a person can evaluate a situation. Humans have both functions, but the level of development of logic and emotionality is different for each individual. Let's explore which function is more developed in you, which one you hear in yourself better.

Task: - Let's move around in our space. Think of a problem where you need to make a choice or a situation of moderate conflict. Then you need to sit silently on a chair and put on a hat. You choose the chair and the hat. You can try out both options with chairs and hats. Listen to your own thoughts and feelings that appear under each hat and on each chair.

Participants take turns doing the exercise in silence. When the chairs are no longer occupied, the trainers invite the participants to return to the circle. If they wish, the participants share their impressions of being "in logic" and "in emotions", talk about their own conflict experiences.

Trainers suggest continuing these internal personal dialogues in a psychodrama. In general, during the exercise, most of the seminar participants were able to play their own game or take on different roles in turn. Therefore, we describe the general scheme of its implementation. Both trainers accompany the participants' game, sharing control over the events on both chairs.

The following techniques were used in the participants' psychodramas: "Chair", "Mirror", "Role exchange", "Chorus".

The protagonist briefly talks about his/her problem of choice. Then he/she chooses substitutes for the roles of "my Logic" and "my Emotions" from among the group members and puts on the appropriate hats. He introduces them to the roles, places chairs on the stage at the desired distance, and sits the understudies in the desired position. The trainers offer him to evaluate each created picture "as if from the outside".

Then the protagonist takes turns in the chairs of Logic and Emotion and uses the Role Exchange technique to track his or her own feelings. The trainers give the protagonist the task of finding a phrase that Logic and Emotions say about a choice or conflict. The protagonist takes turns sitting on both chairs. The substitutes stand in the hats and say the phrase behind the protagonist, who sits in the appropriate chair. The protagonist listens and considers what they have heard and experienced.

Logic and the protagonist switch places. The protagonist speaks a phrase behind the Logic, who is sitting on the chair. The feelings and contradictions are tracked.

Moving to another chair. Emotions and the protagonist change places. The protagonist says a phrase behind the back of Emotions, who is sitting on the chair. The feelings and contradictions are tracked.

There are several such role exchanges so that the protagonist can understand his feelings and reactions. The protagonist can change the phrase, talk to his Logic or Emotions. If necessary, coaches reinforce the phrases, monitor the emotional state of the participants, the order of the game. Mirror technique.

In the psychodramas of four participants, the figures of the protagonist's alter ego were additionally introduced. In the Mirror technique, they observed their internal dialogues of Emotions and Logic from the outside.

When the tension increases, one of the coaches puts a third chair and invites the protagonist to sit on it and close his eyes. Logic and Emotions stand behind the protagonist and repeat their phrases in different ways (intonation, quietly and loudly) until the protagonist stops them. "Choir" technique.

The trainer asks about the state of the protagonist and the participants of the game, receives a brief feedback about the game. He asks whether they managed to determine the options for solving the problem, which of the understudies was heard better and who had more influence on the protagonist. Whose voice dominated, Logic or Emotion. Find out if it is possible to continue working with other participants.

The protagonist removes his/her understudies from the roles. After a short pause, most of the participants took part in the psychodramas of other group members.

Reflection. The participants gave powerful feedback. There were many personal discoveries. I liked being in different roles. They reported that being in the roles of substitutes gave them an understanding of themselves on a par with playing their own psychodrama.

Conclusions and Prospects for Further Research. During the time we worked in the group, great changes took place in the country and the world at large. The beginning of the group work was a crisis for many participants because of the need to make changes in their professional activities and find a place to accept inclusion. This problem had deep personal roots. It was in our work in the psychodramatic circle that this became visible to the participants and resulted in a shift towards acceptance and activation of activities. At the same time, professional identity was formed in the circle of colleagues, flexibility to accept objective circumstances in the world was developed, and personal changes took place. Most of the colleagues reported that they used our exercises in their work and are interested in psychodrama in general. Currently, the group members maintain professional and personal relationships and are eager to continue their work.

We consider psychodrama methods to be particularly effective in working with professional psychologists, as it helps to deal with problems on the personal level and can become an interesting tool in the psychologist's practical work.

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