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DIALOGUE IN PSYCHOTHERAPEUTIC RELATIONS IN COUNSELING PSYCHOLOGY DURING STRESS

Abstract

Psychological counseling is a relatively new professional area of psychological practice, which is a type of psychological assistance. This area is associated with psychotherapy and is aimed at a clinically healthy individual who, for some psychological reasons, cannot independently overcome everyday difficulties and crises of development (relationships and activities). The main task of counseling lies in helping individuals through dialogue in finding a way out of the current problematic circumstances over which they are unable to win without outside help, understanding and changing ineffective behavioral patterns for making fateful decisions, resolving current life difficulties, achieving goals, transformation values and meanings of life for the sake of development and overcoming difficulties. According to the target area, the tasks of psychological counseling are divided into corrective and therapeutic effects, and tasks related to the development of the client as a person, partner, student, or professional. The purpose of the study is to investigate dialogue in psychotherapeutic relations in psychological counseling during stress. The theoretical method of the research is the theoretical investigation of the dialogue in psychotherapeutic relations in psychological counseling. The penetration of the concept of "dialogue" into counseling psychology is naturally connected with the fact that communication between the client and the consultant began to be thought of as a dialogue, as a result of which new and integrative appeared approaches in psychological counseling. M.R. Arpentieva and F.E. Vasilyuk created metasystems of counseling and psychotherapy that analyze their processes and results as dialogical. However, steps towards a metasystem analysis of counseling as a practice of dialogue are made in many works, including works devoted to the analysis of the similarities and differences between psychotherapy and counseling, the analysis of the problems of limitations and mistakes of the counselor and the therapist, ethical, and other principles and norms of helping interaction.

Keywords: *dialogue, stress, aesthetic externality, reflection, recommendation, psychotherapeutic relations, psychological counselling.*

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ДИАЛОГ В ПСИХОТЕРАПЕВТИЧЕСКИХ ОТНОШЕНИЯХ В ПСИХОЛОГИЧЕСКОМ КОНСУЛЬТИРОВАНИИ ВО ВРЕМЯ СТРЕССА

Аннотация

Психологическое консультирование – важнейшее направление профессиональной психологической помощи. Это практика тесно связанная с психотерапией, но нацеленная на здорового с точки зрения врача-психотерапевта (клинициста) человека. Этот человек выступает как клиент. В этом качестве он просто, по каким-то непонятным ему психологическим причинам не способен

справляться с повседневными трудностями и конфликтами и, тем более, кризисами функционирования и совершенствования в сфере межличностных отношений и в сфере трудовой или учебной деятельности. Цель исследования - изучить диалог в психотерапевтических отношениях в психологическом консультировании в условиях стресса. Метод исследования - теоретическое осмысление диалога как феномена психотерапевтических отношений в психологическом консультировании. Лидирующей задачей консультирования является помочь человеку человеку посредством диалога. С помощью диалога, в диалоге друг с другом люди ищут выход из текущих затруднений. Без посторонней помощи, фасилитации и сопровождения специалиста им это сделать по разным причинам не удастся. Им нужно помочь в осознании, исследовании и трансформации неэффективных и непродуктивных способов понимания себя и мира, изменении некорректных, конфликтогенных и устаревших моделей поведения и общения. Им нужна поддержка в принятии судьбоносных решений, а также для разрешения текущих жизненных трудностей и конфликтов, помощь в совладании со страданиями, выходящими за рамки того, что они проходили ранее. С помощью диалога консультант может помочь в достижении целей, трансформации ценностей и смыслов жизни ради развития и совладания с проблемами и страданием, исцеления и полноценного функционирования как личность, партнер, студент / профессионал. В зависимости от целей психо-логического консультирования можно выделить ряд эффектов. Так, можно выделить отсроченные и непосредственные, корректирующие / терапевтические и развивающие, формирующие (абилитирующие) эффекты. Очень важны в консультировании задачи, связанные с развитием клиента как личности, партнера, студента или профессионала, в том числе коучинг. Не менее важен и противоположный полюс - полюс опыта страданий, духовно-нравственных, социальных и телесно-психологических травм, дистрессов и посттравматических расстройств. Использование понятия «диалог» и диалогического подхода в психологию консультирования связано с тем, что помощь стала рассматриваться как многослойный и многокомпонентный диалог. Благодаря этому в консультировании и психотерапии, появились новые интегративные подходы к их осмыслению. М.Р. Арпентьева и Ф.Е. Василюк создали метасистемы консультирования и психотерапии, которые анализируют свои процессы и результаты как диалогические. Однако шаги к метасистемному анализу консультирования как практики диалога сделаны во многих работах, включая работы, посвященные анализу сходств и различий между психотерапией и консультированием, анализу проблем ограничений и ошибок консультанта и психотерапевта, этических и других принципов и норм помогающего взаимодействия.

Ключевые слова: диалог, стресс, эстетическая внешность, рефлексия, рекомендация, психотерапевтические отношения, психологическое консультирование.

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СТРЕСС КЕЗІНДЕГІ КЕҢЕС ПСИХОЛОГИЯСЫНДАҒЫ ПСИХОТЕРАПЕВТІК ҚАТЫНАСТАРДАҒЫ ДИАЛОГ

Аңдатпа

Психологиялық кеңес беру – кәсіби психологиялық көмектің ең маңызды саласы. Бұл психотерапиямен тығыз байланысты тәжірибе, бірақ психотерапевт (клиник) тұрғысынан сау адамға бағытталған. Бұл адам клиент ретінде әрекет етеді. Бұл қызметте ол жай ғана, кейбір психологиялық себептерге байланысты оған түсініксіз, күнделікті қиындықтар мен қақтығыстарға төтеп бере алмайды, сонымен қатар тұлғааралық қарым-қатынастар саласындағы және еңбек немесе оқу қызметі саласындағы қызмет ету және жетілдіру дағдарыстары. Зерттеудің мақсаты - стресс жағдайында психологиялық кеңес берудегі психотерапевтік қарым-қатынастардағы диалогты зерттеу. Зерттеу әдісі – психологиялық кеңес берудегі психотерапиялық қарым-қатынас феномені

ретінде диалогты теориялық тұрғыдан түсіну. Кеңес берудің жетекші міндеті – диалог арқылы адамға көмектесу. Диалогтың көмегімен, бір-бірімен диалогта адамдар қазіргі қиындықтардан шығудың жолын іздейді. Түрлі себептермен олар мұны сырттан көмексіз және маманның сүйемелдеуінсіз жасай алмайды. Олар өзін және әлемді түсінудің тиімсіз және өнімсіз тәсілдерін түсінуге, зерттеуге және түрлендіруге, мінез-құлық пен қарым-қатынастың дұрыс емес, конфликттік және ескірген үлгілерін өзгертуге көмек қажет. Олар тағдырлы шешімдер қабылдауда, сондай-ақ ағымдағы өмірлік қиындықтар мен қақтығыстарды шешуде, бұрын бастан өткергеннен асып түсетін азаппен күресуге көмекке мұқтаж. Диалог арқылы кеңесші мақсаттарға жетуге көмектесе алады, өмірдегі құндылықтар мен мағыналарды дамыту және проблемалар мен азаптармен күресу, емдеу және адам, серіктес, студент / кәсіпқой ретінде толыққанды жұмыс істеу үшін өзгертуге көмектеседі. Психологиялық кеңес берудің мақсаттарына байланысты бірқатар әсерлерді ажыратуға болады. Сонымен, кейінге қалдырылған және дереу, түзететін / емдік және дамытатын, қалыптастыратын (білдіретін) әсерлерді бөліп көрсетуге болады. Кеңес беруде клиентті тұлға, серіктес, студент немесе кәсіпқой ретінде дамытуға байланысты тапсырмалар, соның ішінде коучинг өте маңызды. Қарама-қарсы полюстің маңыздылығы - азап, рухани-моральдық, әлеуметтік және дене-психологиялық жарақаттар, күйзеліс және жарақаттан кейінгі бұзылулар тәжірибесінен кем емес. Кеңес беру психологиясында «диалог» ұғымы мен диалогтық тәсілдің қолданылуы көмектің көп деңгейлі және көп құрамды диалог ретінде көріне бастауымен байланысты. Осының арқасында кеңес беру мен психотерапияда оларды түсінуге жаңа интегративті тәсілдер пайда болды. М.Р.Арпентьева мен Ф.Е.Василюк олардың процестері мен нәтижелерін диалогтық ретінде талдайтын кеңес беру мен психотерапияның метажүйесін құрды. Дегенмен, диалог тәжірибесі ретінде кеңес беруді метажүйелік талдауға қадамдар жасалды, соның ішінде психотерапия мен кеңес берудің ұқсастықтары мен айырмашылықтарын талдауға, кеңесші мен психотерапевттің шектеулері мен қателіктерін талдауға, этикалық және өзара әрекеттесуге көмектесудің басқа да принциптері мен нормалары бар.

Түйін сөздер: диалог, стресс, эстетикалық сырт, рефлексия, ұсыным, психотерапиялық қарым-қатынастар, психологиялық кеңес беру.

INTRODUCTION

Psychological counseling is a relatively new professional area of psychological practice, which is a type of psychological assistance. This area is associated with psychotherapy and is aimed at a clinically healthy individual who, for some psychological reasons, cannot independently overcome everyday difficulties and crises of development (relationships and activities). The main task of counseling lies in helping individuals through dialogue in finding a way out of the current problematic circumstances over which they are unable to win without outside help, understanding and changing ineffective behavioral patterns for making fateful decisions, resolving current life difficulties, achieving goals, transformation values and meanings of life for the sake of development and overcoming difficulties. According to the target area, the tasks of psychological counseling are divided into corrective and therapeutic effects, and tasks related to the development of the client as a person, partner, student, or professional.

We can consider the main points of the situation that has developed with consulting in the countries of the former USSR now, its general condition, and factors contributing to its intensive development. These include [1]:

1. General social factors:

- Changes and individualization of human values in societies of the countries of the former USSR leads to an increase in the demand for individual psychological assistance;
- b. social and economic differentiation of the population, as a result of which a layer of people appears that can afford to be in the position of a client and pay psychologists for these services. This practice is somewhat of a luxury.
- c. Strengthening the problemogenic aspects of social life. The general stress in which the population lives is associated with the intensification of social life thanks to digital, biological, political, social, and other technologies. It is associated with the growth of difficulties that a person needs to overcome in the professional sphere, in education, family life, and in business, hobbies and sports, and in health activities.

This stress is largely exacerbated by social instability and communication deformations experienced by each member of the community. This inevitably increases tension, distress, and also provokes further growth of the psychologist's clientele.

- d. Low efficiency and productivity of many traditional conservative and rigid institutions of socialization (family, school, religion, etc.), along with the presence of increasing individual dissatisfaction with oneself and the activity of these institutions. People understand that in many situations crisis families, schools, universities, churches and, are not able to satisfy the spiritual, social and psychological needs of a modern person. This leads to a focus on finding other paths and institutions to meet urgent needs, to solve their internal problems.

2. Intrapsychological factors are more pronounced than in world practice in our country:

- a. Integration into psychological science and practice around the world, which occurs both at the level of psychological education and at the level of practice and research.

- b. Reducing the imbalance between theoretical and practical psychology in Kazakhstan, developing ties between them.

- c. Universal humanization of psychological practice. The psychologist increasingly begins to serve not organizations, but individuals, the client is placed on a par with organizations and society. Psychology and the humanistic approach begin to penetrate into psychiatry, medicine, etc. The growth of psychological literacy, and the culture of the population: the countries of the former USSR are still significantly lagging behind foreign countries. Abroad, in many countries of the "first world", psychology has become an everyday element of education, work, family, hobbies, sports and lifestyle in the center. On the other hand, the general awareness of clients and their readiness for consultation is growing quite intensively; there is a pronounced demand for scientific and popular scientific psychological literature, etc. [2; 3].

One of the main forks of understanding the phenomena and processes of psychological counseling is the problem of the relationship between counseling and psychotherapy.

They both have procedures for helping the client overcome psychological difficulties; in this case, similar techniques are applied and dialogue is organized. Both psychological counseling and psychotherapy are based on the same personological, interpersonal, and career-labor theories. If on one pole of the imaginary scale, we place psychological counseling aimed at helping in solving a specific local problem and promoting the personal growth of the client, and on the other pole we place psychotherapy, which implies fundamental changes in the personality that increase the level of his adaptation, then each specific case of psychological assistance will always be between these poles.

They interact as "different parts of the whole". Sometimes counseling is viewed as a preamble to therapy, and therapy is seen as a natural continuation of counseling: counseling creates the prerequisites for deepening and expanding dialogue, an entrance into the state of psychotherapy. These practices are also historically related but in opposite ways. So, first, psychotherapy appeared, and only then – counseling [4].

The purpose of the study is to investigate dialogue in psychotherapeutic relations in psychological counseling during stress.

The theoretical method of the research is the theoretical investigation of the dialogue in psychotherapeutic relations in psychological counseling.

METHODOLOGY AND RESEARCH METHODS

In domestic science and practice, counseling, standing out as an independent branch of psychological activity or acting as an addition to its various types, was considered both theoretically and practically (G.S. Abramova, Yu.E. Aleshina, M.R. Arpentieva / Minigalieva, A.A. Bodalev, A.F. Bondarenko, G.V. Burmenskaya, F.E. Vasilyuk, C.B. Vaskovskaya, P.P. Gornostay, V.V. Dobrov, A.N. Elizarov, S.A. Kapustin, O.A. Karabanova, A.F. Kopiev, A.G. Liders, B.M. Masterov, A.N. Mokhovikov, N.N. Obozov, A.B. Skvortsov, A.A. Spivakovskaya, V.V. Stolin, T.A. Florenskaya, A.B. Yupitov, I.S. Yakimanskaya). It includes an emphasis on the circulation of information, on the exchange of information between the counselor psychologist and those people for whom psychological counseling or psychotherapy is being conducted. The establishment and improvement of the concept of dialogue in psychological science and practice in one way or another correlates with the appeal of psychologists and psychotherapists to the works of M.M. Bakhtin. These and other researchers of the dialogue of philosophy, cultural studies, philology, etc., took a fresh look at a man / woman and his / her life. They questioned the

primacy of the self-sufficiency of the individual and demonstrated its fundamental lack of independence. This lack of independence presupposes an internal need for dialogue with the other, of the interpersonal and transpersonal types. In dialogics, the emphasis was shifted from the personality to the relations of people, their interaction. A person is something that is between "I" and "you". The idea of the relationship "I-Thou" and "I-It", about "dialogue" and "monologue", about subject-subject and subject-object interaction as special forms of communication, is very important. Such interactions mean much more than the bilateral or unilateral nature of a particular activity. This idea has had a huge impact on the development of modern psychology.

RESEARCH RESULTS AND DISCUSSION

Now there are two main interpretations of the dialogue in stressed situations:

1. broad understanding: dialogue is viewed as a universal characteristic of human existence, a basic condition for the mental development of a person, his consciousness and self-awareness, all mental formations and structures. Dialogue is viewed as a fundamental polyphony of individual and personal manifestos, self-determination, in such a dialogue-polylogue (in which many subjects participate). Any human behavior is a replica, some significant statement included in the context of dialogical communication, these replicas can have a very different meaning and character: agreement, disagreement, challenge, assertion of certain meanings, values, with this understanding - any behavior, manifestation of a person dialogical: there is practically no monologue: a person lives in a dialogue "like a fish in water", and even an unwillingness to participate in a dialogue, an active desire to be silent, not self-present - a kind of remark in dialogical communication: to be means to communicate dialogically. Two voices are the minimum of life. In human life, there is nothing simpler than dialogue, and there is no monologue in this sense either, a person is doomed to dialogue. In addition, with this understanding of the dialogue, it acts as a universal method of knowing another person - understanding him / her [5].

2. Psychological communication as a special kind of dialogue - there is communication of free individuals in connection with essential - internally significant - issues of life, it is fundamentally irreducible only to the self-expression of one of them. On the contrary, in each specific fragment of the dialogue in inclusive practice someone else's word (the partner's word) is taken into account in one way or another, each replica is a reaction to the partner's word or his anticipation, etc. Dialogue communication as an interaction of equal consciousnesses cannot be naturally predetermined, "staged" and organized by only one consultant, however experienced and capable. It presupposes serious counter-activity by the client [6]. The psychologist, being himself / herself ready for dialogue, encourages the client to it, but at the same time his position is characterized by a clear sense of the boundaries of his own activity and the activity of another, an understanding of the limitations (objective and subjective) of his / her capabilities, a sensitive and differentiated reaction to the client's volitional aspiration [7]. The most important principles of counseling are most often called the following.

1. The principle of anonymity: the psychologist's disinterest in finding out the true, real name of the client - which stimulates the feeling of security of the consultant, there are several opinions regarding the use of the name of the consultant. Some recommend pronouncing the name of the consultant as often as possible: in order to reduce the psychological distance, in order to express personal respect for the person using the language of the consultant, others note the need to complement this behavior model with a tendency to avoid using the name altogether [8; 9].

2. Confidentiality and anonymity are sometimes combined, meaning the requirement of non-disclosure of the information that appears during the consultation process. Confidentiality promotes a sense of security for the client and maintains a "tight" process [10].

3. Remuneration of the work of a psychologist is an important ethical aspect. It provides a psychological distance between the therapist and the client, serves as a partial insurance against the phenomena of transference and transformation of professional work into non-professional interaction, usually associated with the acquisition of personal influence on the client. Payability forms the very position of the client as a person who pays for the service and came for it, creates a situation of responsibility for the results of therapy [11].

4. Valuelessness. The professional ethics of a psychologist assumes the absence of condemnation of the client, no matter what questions he poses, what he speaks about. This presupposes the non-judgmental and

non-verbal behavior of the psychologist, his gestures: the client often interprets the evaluative or seemingly non-verbal behavior of the counselor. The client often looks for some kind of confirmation in the therapist, as sometimes the student in the teacher's behavior [10].

5. Client-centered communication. Communication assumes that the consultant in communication with a specific person is focused not on some external norms, but on the norms and values that the client brings with him [12].

6. Delegation of responsibility to the consultant: responsibility for what is happening should belong to the client: in the first stages, there is often a genuine struggle between the psychologist and the client: the client provokes the psychologist to take an authoritarian position [13]. The distinction between advice and recommendations for counseling is one of the fundamental ones. It is believed that if a psychologist advises in the counseling, then the person being consulted has managed to defend his / her dependent position, and the psychologist has put the counseling process at risk. Advice, as opposed to a recommendation, is a statement or directive formulated in the logic of the client's initial request, sometimes in terms of the initial request ("What should I do in this situation?"): this is action without reflexion. The context of this situation implies manipulateness and control over the behavior of the consultant or those people about whom he / she came to the consultation. Recommendation is formulated in the logic of internal work, which can be assumed by the client, recommendations are formulated in the language and in the logic of internal experiences, in the logic of self-investigation: this is reflexion about action and situation of the interaction or reflexion about passivity and irresponsibility [12; 13].

7. Delineation of professional and personal relationships. This aspect guarantees the independence and freedom of the consultant and the client. The fact is that many of the difficulties and problems that the client addresses are associated with the violation of the complexity of the boundaries of his life field. These violations occur in different relationships, and a person cannot keep boundaries, because he does not have such experience or does not even realize what is happening [14]. The same applies to helping oneself: it becomes really effective when a person learns to trust himself, to accept himself, his desires "as a given" and "value", to look at himself from the "aesthetic side". This relationship fails if the psychologist will not be able to build boundaries. He / she moves from a professional position to an ordinary one with all the ensuing consequences for the effectiveness of counseling [15; 16]. On the other hand, a different kind of danger arises: you can take too many steps back, and then something appears that is perceived by the client as excessive distance and detachment, indifference, closeness of the consultant [2; 11; 17].

8. The ratio of the positions of the consultant and the consulted in terms of professional ethics. The simplest classification of communication is the subordinate position and the position of equality. The latter is considered to be optimal, it must be kept [18; 19]. A professional psychologist is characterized by a conscious striving for a position of equality in his own eyes and the eyes of the consultant [20].

As we can see, these principles are not highlighted on the same basis, they are often intertwined. Many of them can be seen or deduced based on the "therapeutic triad" considered below by C. Rogers (1994, 1997): empathy, acceptance and congruence (Figure 1). The description of ethical principles in this sense is more empirical, it helps to see a variety of difficult-to-reflect moments of communication that are outside the brackets of real consciousness and real work.

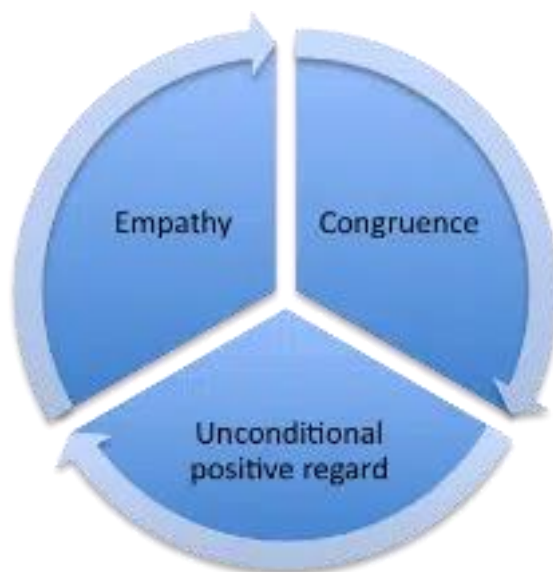


Figure 1. Therapeutic triad by C. Rogers

Compliance with the ethical principles of work acts as a significant criterion for the professionalism of the psychologist and consultant. T.V. Snegireva (Dubrovina I.V., Snegireva T.V. et al., 1995) identifies several illusions typical for a counseling psychologist [21], for example: the illusion of "my own strength" - manifests itself in the attitudes "I must do something, I have to shape everything." The illusion of "motherly love" and the client's custody is very common. She usually relies on the illusion that "All are very nice, very good, but very unhappy people." A specialist may seriously believe that "No one will understand them except him." Very strong is "belief in the magic of the word", for example, person thinks that he will have to answer for what is said, and he fears that "If I say what I'm afraid of, then fear will turn into reality." Dependence on someone else's opinion causes an exaggerated belief in the power of scientific knowledge ("if I only knew what science says about ...", "in the works of the founders of counseling it is believed that ..."). The illusion of one's own infallibility is also important: "If this is all that I know about this problem, then there is no more". This illusion close to the illusion of wisdom and "enlightenment": "I alone have the correct answer." There is also the illusion of help: "I will direct they will help ..."). In the process of direct interaction, a variety of violations and mistakes of a consultant can be made. Especially important from running around violations of the position of "aesthetic exclusion" and the loss of "as if" - conditions in the process of communication and understanding. The transition from understanding and recommendations to advice and "influencing the client" is very dangerous and destructive. The instability of the interactive position, attempts to educate instead of understanding and ignoring the strength and presence of the "client's dialogical intention", etc. are also destructive.

Each of these "mistakes" is concretized and closely interconnected with a whole set of other "illusions" and "inaccuracies" of understanding and interaction with the client. So, we can distinguish several typical mistakes of the facilitator [19; 22]: the desire to use clients in their own interests (often noted by representatives of psychoanalysis, who even introduced a special coefficient - the "client exploitation index"); pushing and manipulating clients towards their goals (in particular, "indoctrination"); assessment of the effectiveness of assistance in terms of its drama ("the power of catharsis", "hanging" the client, introducing the client into a "trance" or hysterical, depressive state); inflexible focus on one strategy (inevitably leading to the discovery of a huge number of "deep resistances" of the client), lack of serious study of individual and professional experience; being burdened with "big personal problems" (often characteristic of consultants, whose clients "for some reason all speak on the same topic"); excessively frequent attempts to interpret the reasons and motives of behavior and communication, actions and relationships of clients (an attempt to clumsily demonstrate their own competence, a super-desire to "help solve the problem"); manipulations to activate the client (behind which there may be an idle curiosity and the desire to impose his opinion, the desire to find out more about the client than he is ready to tell ("hack" his

protection systems, including protection at the level of a person's "secret" of life), sometimes for that to use, exploit the client for sexual and other purposes, etc.); lack of human participation (lack of desire to listen to the client and disgust for clients and their problems: such a consultant, as it seems to him, "understands everything," therefore all the time prefers to speak himself / herself) [12; 13; 14; 19]. It is a very widespread myth that an experienced psychotherapist understands a client accurately and quickly. This myth gives rise to the belief in aspiring counselors that clients, educators, and supervisors expect "the same" immediate and accurate understanding from them, in fact, it is not [22; 23].

Openness, transparency, authenticity and sincerity in the process of active (dialogical) listening can become important points in the prevention and correction of errors in relations and assistance. A very important congruence as a job without a professional or other "mask", "not according to the script." A combination of sincerity and humanity is important. It is useful for the counselor to use himself as a "means" of help: present and included, empathic and co-thinking, listening and informing, loving and accepting love, confirming and confronting, and so on. It is important to realize that you can do "everything" with a client if you respect the principle of respect for yourself and for him, for his abilities and for personal growth, for his changes and life experience. At the same time, even open provocation and bullying of the client (in paradoxical psychotherapy, process work, etc.) can be curative, if they are thought out and the consultant is able and willing to "broadcast" his acceptance and interest to the client. The specialist can also offer the client mediation, help in finding organizations and people on whom the solution of the problem depends, but only when the client applies for such help. Even advice should be able to be replaced by a recommendation [24; 25]. Continuous learning and professional development are also helpful. Trainings of "weaning from psychological understanding", for example, personal developmental training by A.U. Kharash (1983-1999), aimed at developing the "human competence" of a professional. Many researchers note that becoming a professional psychologist often "ceases to be human" [26].

In what specific forms is the dialogical position of the consultant psychologist realized (attitudes, internal postulates)? In the works of M.R. Arpentieva [2; 8] and other specialists [6; 10] we can see some positions and principles.

First of all, there is the postulate of responsibility, adherence to the idea of freedom, the idea of responsibility and freedom of a person in general and the client in particular for their behavior for everything that is said, etc.

Second, the postulate of incompleteness is fundamentally important for this approach: a client is a participant in a global dialogue, therefore it is not and cannot be an object of research, manipulation, diagnostics, an object of influence: you can try to present it in this way, reduce the subject of the dialogue, but here we will be a distorted reality, we become inaccurate, the client's personality is the subject of live communication, fundamentally irreducible to any reductive definitions, "outwardness".

The third setting principle is an orientation towards meaning: emphasizes the importance of the semantic component of the counseling process, the importance of constantly setting tasks for the client, for the meaning of counseling, the meaning of counseling for the client himself, the task of rethinking himself, his life position, goals, behavioral strategies: to a large extent, the work is carried out at the level of meaning: consulting works on the generation of meaning.

Fourth, setting for fundamental openness in communicating with the client: the client is given the opportunity at any time to return to consulting, in an open discussion of everything that happens in the process of consulting, in the methods used, there is declared the possibility of changing the consultant and switching to another: consulting is not designated for the client as communication in a closed area, but as a process in which both communicators are free, including in relation to their partners.

The fifth postulate - the admissibility of advice - recommendations used as:

- a means of establishing contact: it is not important in itself, by its content, by its function organizing the client's behavior,
- b. advice acts as a means of actualizing certain contents in the mind of the consulted,
- c. advice is a means of indicating (detecting) in the mind of the consulted certain often unnoticed or ignored contents, aspects of the problem.

Thus, such advice can be defined as a recommendation - a means of organizing the client's deep work. In some works, on dialogical counseling, the admissibility of conditional acceptance and assessment in the

counseling is noted (for example, Florenskaya T.A., 2001): it is impossible to accept everything and not evaluate everything, sometimes it is important to do this, but it should be clarified that this applies only to instances of "cash I" [6]. Inadmissibility of equality of positions between the consultant and the client - the principle is also partly contrary to the above: the need for the consultant to take the position of aesthetic exclusion - specific to the consultant, which, of course, does not take the client in the process of consulting, and which is characterized by dispassion and detachment. The postulate of the internal dialogicity of the client's and the consultant's positions as being "two-voiced": having "I am", stereotypical, familiar and "I am spiritual", higher, and in this sense, along with external dialogue, there is an internal and self-dialogue [27; 28; 29]. The dialogue for counselling psychology is naturally connected with the fact that communication between the client and the consultant; currently digital technologies enable human development [30; 31; 32] and they can be used in the form of chatbots.

CONCLUSION

A number of effects can be distinguished depending on the goals of psychological counseling. So, we can distinguish delayed and immediate, corrective / therapeutic and developmental, formative (habilitating) effects. Tasks related to the development of the client as a person, partner, student or professional, including coaching, are very important in consulting. The opposite pole is no less important - the experience of suffering, spiritual and moral, social and bodily psychological trauma, distress and post-traumatic disorders. The use of the concept of "dialogue" and the dialogical approach in the psychology of counseling is due to the fact that help began to be viewed as a multi-layered and multi-component dialogue. Thanks to this, in counseling and psychotherapy, new integrative approaches to their understanding have appeared. M.R. Arpentieva and F.E. Vasilyuk created metasystems of counseling and psychotherapy, which analyze their processes and results as dialogical. Based on the concept of M.M. Bakhtin, T.A. Florenskaya developed a spiritually oriented approach to psychotherapy, A.F. Kopyev - a dialogical approach to counseling, and A.B. Orlov - a triological approach, highlighting the category of "trialogue" as a fundamental one. However, steps towards a metasystem analysis of counseling as a practice of dialogue have been made in many works, including works devoted to the analysis of the similarities and differences between psychotherapy and counseling, the analysis of the problems of limitations and errors of the counselor and the therapist, ethical and other principles and norms of assisting interaction.

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