

duke vazhduar me britma, largim nga ora, të goditurit me shuplak, turpërim para shokëve dhe format e tjera totalisht negative për kontrollim të sjelljeve nga ana e mësuesve) asnjëherë nuk ishin efektive në parandalimin, largimin, shmangien dhe eliminimin e sjelljeve negative. Përkundrazi, është dëshmuar që shumë sjellje negative të nxënësve janë produkte të përdorimit të formave të dhunshme nga ana e arsimtarëve për kontrollimin e sjelljeve të tyre.

Ku qëndron rëndësia e inkadrimin të Psikologut në këto çështje?

Nëse shkon në një shkollë të mesme, ku sot fatmirësisht ekziston psikologu i shkollës dhe pyet në lidhje me suksesin e arritur në parandalimin e sjelljeve negative dhe në përgjithësi për suksesin e arritur drejt evitimit të tyre mund të bindesh që efektiviteti dhe suksesi është i pashmangshëm. Kjo është mundësuar pikërisht me vendimin e Ministrisë së Arsimit për integrimin e psikologëve nëpër shkollat e mesme në këto vitet e fundit. Kjo ndikoi direkt edhe në evitimin, largimin e qasjes paragjyquese të individit kundrejt psikologut dhe rolit të tij. Tashmë roli i tij shikohet me pozitiv dhe pa tendencë paragjykimi. Po përse pra ai nuk posedon ndonjë "shkop magjik", mirëpo primare janë njohuritë e tij, të cilat bëjnë që të shmanget nga përdorimi i formave tradicionale për kontrollimin e sjelljeve, për mbajtjen e një rendi dhe qetësie në shkollë dhe kjo si rezultat i përdorimit të formave, mënyrave, teknikave shumë efektive, të dëshmuara për kontrollimin e sjelljeve që përdor ai. Mirëpo një gjë e cila vlen të theksohet është fakti që në shkollat tona sot mbretëron një numër mjaft i madh nxënësve që patjetër se do reflektonin negativisht në ndihmën e faktorëve të tillë. Kjo na bën të nënkuptojmë që numri i tepët i nxënësve shpesh e humb edhe efektivitetin e psikologut/ve, sepse realisht do të duhej të koïncidonin dhe të ishte më i arsyeshëm koordinimi i numrit të nxënësve në raport me psikologun. Pastaj efektiviteti i tij, i këshillave të tij varet edhe nga një kooperim i cili sot në të shumtën e rasteve mungon, ai i prindërve dhe familjareve në përgjithësi me kuadrot e institucioneve shkollore. Është i rëndësishëm sepse ndikimin më të madh në edukimin e një individi e ka para së gjithash rrethi i ngushtë social (në këtë kontekst, ai familjar), prandaj çdo vizitë dhe konsultë e prindërve me personelin e shkollës (veçanërisht psikologun) do të kishte ndikimin më të madh në evitimin e sjelljeve negative tek nxënësit. Është momenti për një vetëdijësim mbi rolin që ka arsimit në zhvillimin e një vendi, duke provuar kështu që të jemi një shoqëri e cila pret gjenerata të reja, duke përcjellë me sukses të parat dhe padyshim, çdoherë duke e theksuar rolin e asaj që e quajmë "DUE" në edukimin, formimin, zhvillimin e shoqërisë. Mbesim me shpresa që para së gjithash të kemi një vetëdijësim të institucioneve për një integrim sa më të madh të psikologëve në shkollat tona, të kemi rritje motivimi, duke filluar nga prindërit e nxënësve për bashkëpunim në këtë kontekst, pastaj, për një stimulim më të madh të nxënësve për mësim dhe aspekte tjera me vlera pozitive rreth fuqive intelektuale, sepse kjo është ndër mënyrat më efektive që para së gjithash ta "rrëfejmë" veten si shoqëri me vlera, që promovon dije, kuadro profesional e intelektualësh dhe kështu pra "le të ecim përpara".

Manuali I Psikologut Shkollor

Albania



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