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The Role of Psychological Training in The Formation of Students' Personality

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ABSTRACT

This article presents the results of a study of the problem of organizing psychological training with students, as well as interpersonal relationships arising in the process of communication.

Keywords:

Psychological preparation, personality, interpersonal relations, communication, communicative qualities of students' personality.

Communication of teenagers and high school students with peers and adults is one of the most important psychological conditions for their personal formation. Failure in communication leads to internal discomfort, which no high indicators in other areas of their life and activities can compensate for. Therefore, a school psychologist faces a very difficult task to specifically organize communication activities that are leading for teenagers and high school age and create an atmosphere of cooperation and mutual trust between children, children and adults within this activity.

The most suitable means for this purpose is specially organized psychological trainings, including a number of psychological games and exercises. The importance of such trainings is huge. They allow you to manage the formation of the personality of students, contributes to the formation of their positive and overcoming negative qualities.

Such classes are usually conducted under the guidance of an experienced

psychologist or teacher who knows the techniques of organizing such trainings.

When drawing up a training program, it is necessary to take into account age characteristics. So, in working with younger teenagers, emphasis should be placed on awakening interest and developing self-confidence, on gradually understanding their capabilities, abilities, character traits, self-confidence, self-esteem. When working with older teenagers, the main emphasis can be placed on the development of trust in people around them, on the analysis of the motives of communication of interpersonal relationships. In groups of high school students, you can pay more attention to the problems of their awareness of their recognition, gaining the ability to see the meaning of life, professional choice and future family life, etc.

The purpose of the psychological training "Communication" is the development of psychological resources of the individual, skills and abilities necessary for successful communication, communicative qualities of the

individual, such as mutual understanding, empathy, sociability, self-confidence, as well as the setting for successful mastery of educational activities.

When conducting psychological training, the following rules must be observed.

1. All participants of the training should sit in a circle, that is, face to face.
2. The optimal number of training participants is 10-15 students.
3. The presenter does not oppose himself to the group, but acts as one of the participants in group work, performs tasks together with the student, at the same time, also learns and develops his communicative abilities.
4. All participants sitting in a circle should actively participate in each lesson, discuss, express their opinions.
5. The moderator creates such situations when the students themselves must find a solution to the problem.
During the training, it is necessary to manage the progress of exercises and games, show respect for the opinion of each student, and stop actions that offend the individual.
6. The moderator should always encourage the performance of each student and encourage them with approval, a smile, a kind word.
7. During the training, students can be recommended to keep a diary, where after classes they will note their impressions, observations of their actions and behavior.
8. Each participant of the training talks about what is happening at the moment in the group, what he feels and experiences.
9. An important rule for everyone: try to be attentive and open when you listen to others and talk.
10. At the end of each lesson, when the moderator sums up, he must ask the students what they did today in class, what new things they learned, what changes they noted, and also gives homework.

11. It is advisable to conduct classes for 120-180 minutes 2 times a week.
12. There are no right or wrong answers, the right answer is the one that actually expresses the students' opinion.
13. You can't turn classes into a class hour to analyze someone's behavior.
14. It is impossible to evaluate the performance of another participant if he does not ask for it himself.
15. It is impossible to discuss what happens during the training outside of classes.

The program of training sessions is aimed at solving the following tasks: providing the student with means of self-knowledge, the formation of self-importance as a person, values, strengthening his self-esteem; developing skills and abilities necessary for confident behavior, to overcome difficulties in studying, in communication, the formation of motivation and self-education and self-development, and providing the necessary means to solve personal problems; the development of imagination, imagination.

The training program includes three stages: I. indicative (3-4 classes), II. Developing (9-10 classes), III. Projective (3-4 classes). Each stage involves work in the following areas: 1. Verbal and nonverbal forms of confident behavior. 2. Ways to overcome difficulties and solve problems. 3. Ways to solve personal problems. 4. Psychological personality testing. 5. Means and forms of self-knowledge. 6. Support and increase of the student's ideas about his own importance, value.

Training sessions are carried out using game methods, the method of discussion, project methods of drawing and verbal types, as well as elements of psychogymnastics.

Our experience of conducting training sessions for a number of years in schools in Nukus has allowed us to develop a special program for conducting psychological trainings, taking into account the differences in the ages of schoolchildren.

Here are examples of some psychological games.

The game "Golden Words". All students sit in a circle, facing each other. The presenter says that now we will speak only beautiful words to

each other. To call a name, and then to tell him beautiful words. For example, Nargiza, you are beautiful, kind, always helping everyone. First, everyone takes turns saying "golden" words, "compliments" to one student, then to another, etc. When everyone finishes saying compliments to a friend, the presenter says: "And now everyone will tell about what he felt, experienced when he said beautiful words and when they told him." This game increases a good mood, makes the training participant more friendly, removes aggressiveness and hostility. Closed and uncommunicative after this game change for the better and become more open in communication.

Exercise "Who Am I". Be able to see your advantages and disadvantages, you cannot see only one advantage in yourself. This is narcissism. But you can't see only one drawback - it's also bad. The good in yourself should be strengthened, the shortcomings should be chewed out. This is how a person educates and improves himself. Be able to evaluate your actions. Learn to understand yourself and others. This will help you avoid mistakes. Tell everyone about yourself. Honestly, without hiding your shortcomings, tell us how you are going to eliminate your shortcomings. Think, talk about yourself. Think about how others see you.

Facial expressions, gait describe a self-confident, timid, brave, proud, angry person.

Let everyone draw himself as he is and as he wants to be. You have to become what you want to be! If children draw themselves tall, large, broad-shouldered, slender, and their face is attractive, then such children are characterized by high self-esteem, if they draw themselves small, narrow-shouldered, unattractive, then such children tend to have low self-esteem. If there is a lot of hatching, erasure in the drawing, then such children are characterized by anxiety.

Moderator: Repeat everything after me: "I painted myself the way I am and the way I want to see myself." I will study well, I will become smart, brave. I will do everything to make my dream come true.

I will do everything to be respected. I respect everything in the classroom. I love life,

it's beautiful. I develop my mind, strengthen my strength, I want to know a lot and be able to. I believe in my strength. I do only good and kind deeds!

Exercise "Suitcase". The presenter explains that now you and I will pack a suitcase for the road. The contents of the suitcase will be special. There we will put something that will help everyone to study better, become good, change their character and behavior for the better. We will all pack the suitcase together, first one, then the other, so everyone takes turns. This game is held, as a rule, at the end of the cycle of classes, it develops imagination, concentrates the attention of schoolchildren on positive qualities, forms an attitude to the development of personal potentials. Many students note that they have made friends, although they did not have them before, if some students consider themselves bad before the training, then after the training sessions they noted their confidence in their abilities, the desire to achieve good results in school and in life. Our experience of conducting psychological trainings has shown that after the cycle

during several months of classes with students of adolescent and high school age, significant changes were noted in the direction of the development of positive personality traits in students. So, discussing the question at the final lesson about "What was I before and what have I become now?" in the reasoning of the students, it is noted that they have become more serious about themselves and others, have learned to understand a lot in relationships with peers. In the classrooms where psychological trainings were conducted, teachers noted changes in the psychological climate for the better. If there were so-called "isolated" students in the classroom before the psychological training, then after the training they moved into the category of "preferred", such students became more open in communication, they made friends, they did not show aggression and hostility towards each other.

Below we present in the table the results of our research on the diagnosis of communicative qualities of personal

adolescents before and after training sessions. We present the results of research both in the whole group and separately for boys and girls. Thus, it was revealed that in the group as a whole, after the training sessions, the level of communicative qualities of the individual, organizational qualities of the individual, the level of group cohesion increased, there was a significant decrease in the levels of personal anxiety.

Spreadsheet

Indicators of the communicative qualities of the personality of adolescents before and after training sessions

№	Personality qualities	Average scores	
		before the training	after the training
1.	Communicative qualities:		
	in general, the group is boys	0,59	0,69
	girls	0,62	0,67
2.	Organizational qualities:		
	In the whole group	0,59	0,72
	boys	0,62	0,68
3.	girls	0,62	0,64
	Emotional cohesion of the group	0,63	0,67
4.	Personal anxiety	0,3	0,5
		58	45

Conclusion:

1. Psychological training "Communication" contributes to the development of communicative qualities of the personality of students.
2. Psychological training is the most important means of forming positive personality traits in students and overcoming negative ones.
3. Psychological trainings develop personal reserves in adolescents and

high school students, improve the psychological climate in interpersonal communication and form positive personal potentials.

4. Psychological trainings contribute to the development of students' uniqueness of their personality, their individuality.

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