

PROFESSIONAL SKILLS OF A PSYCHOLOGIST TRAINER AND THE TRAINER'S TASKS IN PSYCHOLOGIST TRAINING SESSIONS

Abdimuratova Zamira Jangabay qizi

Student of Karakalpak State University.

Yuldashova Yulduzxon Muzaffar qizi

Student of Karakalpak State University.

<https://doi.org/10.5281/zenodo.15231998>

Abstract. *This study provides information on the organization of training based on psychological processes, based on the professional skills, psychological potential and pedagogical skills of the psychologist during training. Also, the psychologist trainer can improve his professional skills by using methods based on the psychological impact of communication during training. Having psychological knowledge and a high level of psychological potential helps the psychologist trainer to improve his professional skills. It is also advisable for the psychologist trainer to use methods based on modern psychological training by organizing individual conversations with clients.*

Keywords: *Psychologist-trainer, professional skills, psychological research, individual approach, psychological training, psychological methods, psychological potential, pedagogical skills.*

PSIXOLOG TRENERING KASBIY KO'NIKMALARI VA PSIXOLOG TRENING MASHG'ULOTLARIDA TRENERING VAZIFALARI

Annotatsiya. *Ushbu tadqiqot psixologning trening davomida kasbiy mahoratidan, psixologik salohiyatidan va pedagogik mahoratidan kelib chiqqan holda psixologik jarayonlarga asoslangan holda treningni tashkillashtirish bo'yicha ma'lumotlar keltirib o'tiladi. Shuningdek psixolog trenerning trening vaqtida mashg'ulotlar davomida muloqotning psixologik ta'siriga asoslangan metodlardan foydalanish orqali kasbiy ko'nikmalarini oshirib borishi mumkin. Psixolog trener psixologik bilimga ega bo'lishi va psixologik salohiyati yuqori darajada bo'lishi kasbiy ko'nikmalarini oshishiga yordam beradi. Shuningdek, psixolog trener mijozlar bilan individual suhbatlarni tashkillashtirish orqali zamonaviy psixologik treninglarga asoslangan metodlardan foydalanish maqsadga muvofiqdir.*

Kalit so'zlar: *Psixolog-trener, kasbiy ko'nikmalar, psixologik tadqiqotlar, individual yondashuv, psixologik treninglar, psixologik metodlar, psixologik salohiyat, pedagogik mahorat.*

ПРОФЕССИОНАЛЬНЫЕ НАВЫКИ ПСИХОЛОГА-ТРЕНЕРА И ЗАДАЧИ ТРЕНЕРА НА ЗАНЯТИЯХ ПО ПСИХОЛОГИЧЕСКОЙ ПОДГОТОВКЕ

Аннотация. В данном исследовании представлена информация об организации обучения на основе психологических процессов, исходя из профессиональных навыков, психологического потенциала и педагогического мастерства психолога в процессе обучения. Психолог также может повысить профессиональные навыки тренера в ходе обучения, используя методы, основанные на психологическом воздействии общения во время тренингов. Наличие психологических знаний и высокого уровня психологического потенциала помогает психологу-тренеру совершенствовать свои профессиональные навыки. Целесообразно также использовать методы, основанные на современных психологических тренингах, организуя индивидуальные беседы с клиентами.

Ключевые слова: Психолог-тренер, профессиональное мастерство, психологическое исследование, индивидуальный подход, психологический тренинг, психологические методы, психологический потенциал, педагогическое мастерство.

INTRODUCTION

The fact that the leading psychologist turns the training into a monologue, making it look like a lecture, leads to the loss of the main state of activity of the training. The participants should actively participate in the training, which does not mean that the trainer should always be silent.

However, the trainer's speech should be short and concise. When the trainer is asked for information, the trainer can direct this question to the group. He can ask what the training participants think about it and find out the group's opinion. The discussion in this case is extremely effective, because the training participants remember this information better when discussing the material. Getting into counseling and analyzing the data. In most cases, the client's questions to the trainer at the beginning of the work are mainly about himself. According to the client, the trainer should be able to explain what it means if he opens his mouth about it, what did I do wrong, how should I behave in such situations, what advice would you give. In these cases, the trainer is likely to start giving advice, because the trainer thinks that he is able to analyze such situations.

But this is a trap, it is easier to fall into the trap in such cases. If he really gets into such situations, the trainer can imagine himself as a person who can find it. These situations are not analyzed in front of everyone, because the client may feel uncomfortable in front of everyone.

After the discomfort, he asks the trainer how to behave in future situations and expects advice from him for his future life. In this case, the training can turn into public advice.

Even in these cases, the training participants switch to giving advice. Psychological training is a method aimed at helping the participants master one or another action.

In relation to psychological training, it is required to carry out the following tasks.

Formation and motivation of positive attitudes towards new activities Subjective attitudes can come in different forms.

Attitudes can only arise in relation to objects that are necessary. In the emotional aspect, these states are influenced by feelings, desires, and in understanding the object, they acquire meaning, have value in the direction of the individual, are manifested as an institution in the management of behavior, and appear as a disposition in relation to the social environment. The training is designed to help participants acquire these qualities. For example, in professional pedagogical self-awareness training, the task of the psychologist is to teach participating teachers to reflect on their activities, they must be able to analyze their own behavior and the activities of students. The issue of forming client-view systems. In these cases, we are not talking about the formation of concepts, but about the formation of a system of representations. Psychological Training is not a lesson, there is no concept of deep knowledge acquisition in it. Here it is necessary to know the differences between knowledge and perceptions. In this case, perceptions do not occupy a central place, the analysis of human behavior is given a leading position.

Perceptions can have a very strong influence on people's destinies. The trainer sometimes has to make a lot of effort to help the participants change their perceptions. As for the training of professional pedagogical identity, teachers in these cases will have to fundamentally reconsider their behavior. They are also required to change their pedagogical activities.

The psychologist trainer is the issue of forming his own knowledge. This is one of the most frequently repeated and most necessary issues in training. By knowledge in this case we understand the ability to control a person's visible perceptions, which can be related to certain specific situations and conditions. Knowledge can be of three types: technological, strategic and dispositional. If technological knowledge is considered the ability to use knowledge and skills in specific situations, then strategic knowledge is the ability to create a strategy from the available situations, and dispositional knowledge is the presence of subjective opinions regarding certain situations. This knowledge is very important in pedagogical activity. In the professional pedagogical self-awareness training, the trainer should analyze this knowledge together with the participants, because we can see that many teachers do not have this knowledge. One of the serious problems of traditional education is the lack of attention to study, this knowledge is more often used in the training of psychologists. Although students who graduate from the Faculty of Psychology have a lot of theoretical knowledge, they are considered incapable of creative activity, they cannot conduct research, and they cannot do practically useful work.

This is not because they lack creativity, but because a specialist who encounters a problem, first of all, seeks to find a solution based on their knowledge, and if they cannot narrow down this information, they begin to lose themselves. No one has taught him how to create new technologies.

Various technologies, pedagogical methods, and any number of situations may arise. The specialist does not have knowledge about strategies, he knows that certain strategies exist. Because teachers can analyze certain aspects, but do not analyze their technical aspects. So we can conclude. In order to benefit from the training activities, the client must know at least the following: 1) he must have knowledge about effective communication and types of communication; 2) he must be able to form various strategies and technologies of personal relationships in communication and choose the most suitable one for himself; 3) he must be able to choose specific techniques, determine the ways of interacting in different situations; and finally, most importantly, he must be able to behave in different situations in communication with other participants. The use of game methods in training, according to many experts, is very effective. At the first stage of training, the game method is also one of the most useful in overcoming shyness among group participants. This helps to overcome psychological defenses. In many cases, games become a tool for diagnosis and self-diagnosis. Many skills and abilities are strengthened through game activities. People are exposed to verbal and non-verbal communicative situations. Game activities are considered one of the most convenient ways to express themselves. It restores connections with childhood. As a result, game activities can serve as a psychotherapeutic and psychocorrectional activity not only for children, but also for adults.

Conclusion

The possibilities of the game method during psychological training are limitless. In this case, the possibility of controlling people can put the psychologist in an awkward position.

Along with the above-mentioned dangers, the psychological trainer should note that, firstly, this method has been used effectively in practical psychology and psychotherapy for a long time; secondly, these methods are rarely used during training; thirdly, the use of this method requires a psychologist to have a high level of qualification, as well as high moral standards; fourthly, these techniques are aimed only at self-development and self-confidence, and do not imply dependence on others. In this case, harm to participants can only be done in the following cases: there can be reckless actions and deliberate actions.

REFERENCES

1. Turemuratova, Aziza, Rita Kurbanova, and Barno Saidboyeva. "EDUCATIONAL TRADITIONS IN SHAPING THE WORLDVIEW OF YOUNG PEOPLE IN FOLK PEDAGOGY." *Modern Science and Research* 2.10 (2023): 318-322.
2. Turemuratova, Aziza. "TRADITIONS OF FORMING THE SPIRITUAL AND MORAL WORLDVIEW OF YOUNG PEOPLE IN PEDAGOGY." *Евразийский журнал академических исследований* 3.7 (2023): 225-229.
3. Turemuratova, Aziza, and Kamola Yoldasheva. "PSYCHOLOGICAL CONFIDENTIALITY OF THE FORMATION OF STUDENTS'COLLABORATIVE SKILLS BASED ON MULTI-VECTOR APPROACHES IN EDUCATION." *Modern Science and Research* 4.4 (2025): 262-269.
4. Turemuratova, Aziza, Shahlo Matmuratova, and Nargisa Tajieva. "THE DEPENDENCE OF MULTI-VECTOR APPROACHES ON PEDAGOGICAL METHODS AND PSYCHOLOGICAL TRAINING IN IMPROVING STUDENTS'COLLABORATIVE SKILLS BASED ON THE EDUCATIONAL PROGRAM." *Modern Science and Research* 4.4 (2025): 50-55.
5. Turemuratova, Aziza, and Marhabo Kenjayeva. "KO'P VEKTORLI YONDASHUVLAR ASOSIDA TALABALARNING KOLLOBORATIV KO'NIKMALARINI RIVOJLANTIRISHNING PSIXOLOGIK TRENING USLUBI." *Modern Science and Research* 4.4 (2025): 252-261.
6. Begibaevna, Turemuratova Aziza, Kushbaeva Indira Tursinbaevna, and Dawletmuratova Raxila Genjemuratovna. "THE MAIN ESSENCE OF DEVELOPING STUDENTS'COLLABORATIVE SKILLS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES IN MODERN EDUCATION." *CURRENT RESEARCH JOURNAL OF PEDAGOGICS* 5.09 (2024): 43-46.
7. Туремуратова, А. Б. "ИСПОЛЬЗОВАНИЕ ВОСПИТАТЕЛЬНЫХ ТРАДИЦИЙ НАРОДНОЙ ПЕДАГОГИКИ В ФОРМИРОВАНИИ МИРОВОЗЗРЕНИЯ МОЛОДЕЖИ." *Мировая наука* 6 (75) (2023): 125-129.
8. Begibaevna, T. A. "PEDAGOGICAL AND PSYCHOLOGICAL STUDIES ON INCREASING THE ACTIVITY OF TEACHING STUDENTS IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATIONAL INSTITUTIONS." *IJTIMOIIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI* 4 (2024): 2.

9. Begibaevna, Turemuratova Aziza. "EFFECTIVE EDUCATIONAL INDICATORS OF MULTI-VECTOR APPROACHES IN FORMING COLLABORATIVE SKILLS OF STUDENTS BASED ON PEDAGOGICAL METHODS OF INNOVATIVE EDUCATION." *International Journal of Pedagogics* 4.11 (2024): 153-157.
10. Turemuratova, A. "EDUCATIONAL TRADITIONS IN THE FORMATION OF YOUNG PEOPLE'S WORLD VIEW IN FOLK PEDAGOGY." (2023).
11. Kurbanova, R. J., and B. E. Saidboeva. "MAKTAB VA OILADA ESTETIK TARBIYANI SHAKLLANTIRISH JARAYONIDA O'QUVCHILARNING AKSIOLOGIK DUNYOQARASHINI RIVOJLANTIRISH." *Inter education & global study* 9 (2024): 114-121.
12. Jarilkapovich, Matjanov Aman. "Program Technology for Choosing an Effective Educational Methodology Based on Modern Pedagogical Research in The Educational System." *CURRENT RESEARCH JOURNAL OF PEDAGOGICS* 6.02 (2025): 30-33.
13. Jarilkapovich, Matjanov Aman. "USE OF PEDAGOGICAL METHODS BASED ON THE MODERN EDUCATIONAL PROGRAM TO INCREASE THE EFFECTIVENESS OF EDUCATION." *European International Journal of Pedagogics* 4.06 (2024): 26-33.
14. Polatovna, Rametullaeva Nadira. "Innovative Approaches in the Formation of Pedagogical and Psychological Methods in the Higher Education System." *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769) 1.9 (2023): 574-578.