

MAIN RULES FOR ORGANIZING PSYCHOLOGICAL TRAININGS

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Abstract. *With increasing demand for psychological trainings, there is a need to set rules that organizers must follow. The paper discusses about potential things to take into account in different scenarios, creating SMART goals, identifying the main goal as well as the audience, potential filters to set up, creating detailed structures, setting up ground rules, and many more. Extra attention has been given to organizers, being stated that they have to be evaluative of the situation, friendly, professionally trained, emotionally intelligent, and adaptive to the given situation.*

Keywords: *Organizers, psychological training, group settings, filters, ethical practices, group dynamics.*

PSIXOLOGIK TRENINGLARNI TASHKIL ETISHNING ASOSIY QOIDALARI

Annotatsiya. *Psixologik treninglarga talab ortib borayotganligi sababli, tashkilotchilar rioya qilishlari kerak bo'lgan qoidalarni belgilash zarurati tug'iladi. Maqolada turli stsenariylarda e'tiborga olinadigan potentsial narsalar, SMART maqsadlarini yaratish, asosiy maqsadni, shuningdek, auditoriyani aniqlash, sozlash uchun potentsial filtrlar, batafsil tuzilmalarni yaratish, asosiy qoidalarni o'rnatish va boshqa ko'p narsalar muhokama qilinadi. Tashkilotchilarga alohida e'tibor qaratilib, ular vaziyatni baholay oladigan, do'stona, professional tayyorgarlikka ega, hissiy jihatdan aqlli va vaziyatga moslashishlari kerakligi ta'kidlandi.*

Kalit so'zlar: *Tashkilotchilar, psixologik trening, guruh sozlamalari, filtrlar, axloqiy amaliyotlar, guruh dinamikasi.*

Introduction

Psychological training refers to group or individual activities aimed at developing and improving cognitive, emotional and behavioural skills. These sessions may focus on many things, including but not limited to stress management, self-esteem, teamworking, trauma recovery, leadership, conflict resolution, etc. With rising awareness for mental health, there is a growing demand for good-quality psychological trainings in various settings such as schools, workplaces, hospitals and community centers. However, if a session is poorly planned and organized, it may

create adverse effects on the participants, creating feelings of confusion, disengagement, disinterest, and even inflicting psychological harm. Therefore, professionals must follow well-established principles when conducting such sessions. This paper discusses the main rules and principles that must be maintained for the session to be successful. Even before starting, a clear goal must be defined for the session, and all other rules should be built to emphasize this goal and to achieve it. Without a well-defined purpose, the sessions risks becoming unfocused thus ineffective. The goals to be set should be specific, measurable, achievable, relevant and time-bound (SMART). Examples include enhancing one's ability to cope with anxiety, creating trust between classmates/colleagues, or teaching cognitive techniques that can be used in everyday life. The more specific goals you set for the sessions and the more specific you identify your clients as, the more likeliness to create exercises and procedures that are tailored to these needs and determine the content, structure and duration of the session itself. As mentioned above, knowing who the client is also very important in determining the success of the session. Because during the training, the trainer acts not only as a manager of the learning process, but also as a psychological "methodology" of the participants.

Therefore, the rules of self-control of the trainer when conducting psychological training are of particular scientific and practical importance, and this article is devoted to this issue. The first important principle of self-control for a psychologist-trainer is to ensure emotional awareness and stability. During psychological training, various psychological reactions of participants - fear, aggression, indifference or excessive openness - can provoke various emotional responses in the trainer. If the trainer does not understand these situations in time and cannot consciously control them, then the communicative balance in the training will be disrupted. Therefore, the trainer should always analyze his own state through internal questions such as "what am I feeling now?", "how do these feelings of mine affect the condition of the participant?" This reflective approach helps to manage emotional reactions and separate personal feelings from the training process. The second important rule is the principle of clearly defining and adhering to psychological boundaries. During the training process, close emotional bonds can form with participants. In such cases, the trainer must be able to balance sincerity and professional neutrality. The trainer should never interfere excessively in the personal problems of the participants, directly influence their life choices or personal decisions. This, in turn, means ethical responsibility and adherence to professional boundaries. Another important aspect is the ability to manage transference and countertransference situations. This could be filtered by age, occupation, cultural and educational background, and many more. Once again, the more filters clients go through, the more defined they become. For example,

a session created for teenagers who are coping with social anxiety will be conducted differently in terms of structure, content and delivery from a session aimed at bringing corporate workers together.

After the goal and audience is identified, it is time to create a detailed structure. This includes activities such as icebreakers to ease the audience and to familiarize them with the process, or setting ground rules. Then comes the main part – unique for each goal and audience, and finishing with a small reflection and evaluation. Sessions should maintain a flow and should alternate between individual and group tasks to maintain full engagement. To prevent fatigue and burnout, proper pacing and breaks between activities are necessary. As psychological trainings often involve personal topics, it is absolutely necessary to put up ground rules to allow participants to voluntarily participate in activities and to put privacy and confidentiality at the utmost importance. Organizers should make sure that they can evaluate psychological conditions of the participants, intervene when necessary and make sure that they aren't pressured to sharing anything that they aren't comfortable sharing. As per the organizers themselves, they should be professionally trained and emotionally intelligent.

They should manage the dominant members, support those who are quieter and resolve conflicts professionally. Their job is to create trusting and inclusive space where everybody can feel like they're part of a community. To conclude, psychological trainings should make use of different methods to ensure success, and some being role-playing, group discussions, creative exercises.

These methods should be relevant to the topic and keep the time constraint in mind. Group settings are complex and must be managed carefully. Challenges such as dominance, silence, resistance or conflict may arise in a group, and it is the organizer's role to encourage equality and manage group relationships. During these sessions, ethical considerations also play a huge role. Participants should give consent, and their confidentiality must be upheld. Organizers should not cause harm or go operate outside of their professional limits.

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