

## REQUIREMENTS AND RULES OF PSYCHOLOGICAL TRAINING

**Jumashov Salamat**

Student of Karakalpak State University.

**Kòmekbaeva Nesibeli**

Student of Karakalpak State University.

<https://doi.org/10.5281/zenodo.15294936>

**Abstract.** *Psychological training is a systematic and deliberate intervention for the purpose of enhancing psychological development, self-awareness, emotional regulation, and interpersonal skill. To achieve these outcomes in an ethical and effective manner, psychological training must adhere to some requirements and rules. These include both practical and ethical considerations such as professional trainer credentials, participant readiness, session format, confidentiality, and the use of evidence-based practices. This article presents a detailed exploration of the fundamental prerequisites and guiding principles for conducting psychological training. It explains the principles that maintain safety, effectiveness, and ethical integrity, and considers how these elements intersect with cultural, contextual, and individual factors. The goal is to offer a coherent framework that practitioners, institutions, and participants can utilize to assess and plan ethical psychological training programs.*

**Keywords:** *psychological training, ethics, professional standards, session structure, confidentiality, participant safety, group dynamics, informed consent.*

### Introduction

As the demand for psychological help and personal development is expanding in a wide range of fields such as education, health, business, and community work, psychological training has emerged as one of the prominent methods for enhancing mental health and social effectiveness.

Psychological training involves a high level of organization, purposefulness, and professionalism as opposed to casual support groups or sporadic workshops. It often employs techniques based on conventional psychological theory and is designed to bring about deep internal change, whether emotional, cognitive, or behavioral. Because of the depth and sensitivity of psychological processes, this type of training must be governed by rigorous requirements and ethical standards in order to safeguard participants and guarantee effective results. These requirements are not capricious; they are informed by decades of psychological research, clinical practice, and ethical discussion. They strive to standardize the practice of psychological training while still providing room for flexibility and cultural sensitivity.

Standards ensure that psychological training sessions are facilitated by professionals who have experience working with evidence-informed methods, while regulations ensure that every stage of the training—from planning and implementation to follow-up—is respectful of participants' autonomy, dignity, and psychological safety. When these principles are clearly understood and practiced consistently, psychological training can be a vibrant and life-changing endeavor for individuals and groups. A fundamental prerequisite of psychological training is that there must be a professional trainer or facilitator. Psychological training, when it broaches the subjects of emotional control, historical trauma, interpersonal conflict, or identity search, demands a high level of competence and ethical sensitivity. The trainer should not only have formal education in psychology or a related discipline, but also hands-on experience in group work, crisis intervention, and therapeutic techniques. Professional licensure or accreditation, where available, further ensures the trainer is accountable to a set of established standards and can offer appropriate support or referral in the event of psychological distress during training. Additionally, ongoing supervision and professional updating are required for trainers to keep them up to date with best practices and to reflect critically on their own interventions. Of equal importance is the choosing and preparing of participants. Psychological training is not for everyone in every circumstance. Participants need to undergo an initial screening process to assess their readiness, emotional stability, and expectations before the training. This prevents vulnerable participants from being drawn into intense emotional experiences for which they are not prepared. Informing participants well about the aims, approach, and potential psychological effect of the training is all-important at this point. Participants must be able to provide informed consent, which is to say that they grasp the nature of the training, that they have a right to withdraw from the training at any time, and the boundaries of confidentiality and support. Confidentiality is a basic tenet in psychological group training. The members must feel safe to disclose personal experiences, thoughts, and feelings without fear of judgment or exposure. It is the responsibility of the trainer to explain explicitly the conditions of confidentiality and ensure that all group members understand and agree to these terms. Even if complete confidentiality is never possible—especially where the matter of self or other injury is involved—participants must be informed of such limits at the outset. Confidentiality begets trust, openness, and safety for all persons involved. The second requisite rule is the establishment of a formal, though adaptable, session itinerary. Psychological exercise cannot be improvised along the way. It must be organized around definite objectives, phases, and activities that build on one another to guide participants through a process of exploration and development.

This typically includes an initial phase of orientation and trust-building, a middle phase of deeper exploration or skill-building, and a final phase of reflection and closure. Each phase must be crafted with consideration for timing, emotional pacing, and group dynamics. At the same time, the trainer must be responsive to participants' shifting needs and be willing to adapt accordingly.

In addition to structure, the physical and emotional environment in which psychological training takes place must be safe and supportive. The space must be private, quiet, and free from distraction. Seating, lighting, and overall atmosphere should foster comfort, openness, and respect.

Emotional safety is established through clear group guidelines, respectful communication, non-judgmental listening, and the trainer's regular presence. Ground rules such as active listening, no interruption, and speaking from personal experience ("I" statements) are typically established early to facilitate respectful and meaningful communication. The use of evidence-based practices is yet another imperative necessity. Psychological training cannot be founded on pseudoscience, unspecified intuition, or untested interventions. Instead, it must consist of empirically validated methods grounded in psychological theory. These may vary from cognitive-behavioral tasks, mindfulness, guided imagery, expressive writing, and assertiveness training, among other evidence-based approaches. The trainer must be skilled in these approaches and be capable of explaining their rationale and expected impacts to participants. Moreover, the selection of methods has to be adjusted to the specific goals of the training and to the characteristics of the group, including age, cultural background, and psychological needs. The principle of participant-centeredness underlines respect for individual differences and autonomy. Psychological training is not a standard intervention.

Participants have to be invited to work at their own pace and to be in control of their own process. Trainers should avoid coercive or strongly directive interventions or techniques that pressure participants to disclose more than they are willing to. Respect for personal boundaries is absolute. Feedback should be constructive and supportive, and any shaming, sarcasm, or manipulation should be avoided at all costs. Monitoring and managing group dynamics is the other essential task that is governed by clear-cut rules. Psychological training often involves complex interactions among group members, including projection, transference, conflict, or alliance-building. The trainer must be able to observe and interpret these dynamics, intervene when necessary, and lead processes to turn challenges into learning opportunities. For example, if conflict arises between two workshop members, the trainer must intervene in a way that validates both perspectives, reduces tension, and models constructive communication. Similarly, if a participant is dominating the discussion or another is withdrawing, the trainer must create space for balanced participation.

Feedback and evaluation is the final phase of the process of psychological training. This includes both formative and summative evaluation—monitoring the process midway in training and ascertaining outcomes thereafter. Participants should be requested to reflect on their experience, state what they have learned, and provide feedback on the design and facilitation of the training.

Trainers can also use standard scales or self-report questionnaires to assess changes in emotional awareness, coping skills, or interpersonal confidence. Such feedback not only assists in individual growth but also in the continuous refining of training programs. Trainers, thus, need to be open to feedback and willing to modify their practice accordingly. The other necessity in the diverse and interconnected world of today is cultural sensitivity. Psychological training must be sensitive to the cultural values, beliefs, communication styles, and identity dimensions of all the stakeholders involved. What is emotionally appropriate, respectful, or therapeutic in one culture may not be in another. Trainers must approach with humility, curiosity, and a willingness to learn from cultural differences. Cultural adaptations may include the translation of language, the application of culturally relevant metaphors, or attention to gender, power dynamics, and social norms. The goal is to create a welcoming environment in which all people feel represented, respected, and empowered. The legal and ethical frameworks within which psychological training is conducted must also be mentioned. Trainers are responsible for complying with local laws on mental health care, data protection, and professional practice. They are also governed by the ethical guidelines of relevant psychological associations or regulatory bodies. These may include principles of beneficence, non-maleficence, justice, and respect for autonomy. Where there are ethical dilemmas—such as disclosures of abuse or risk of harm—the trainer ought to be prepared to consult colleagues, supervisors, or legal advisors on how to act. Lastly, psychological training must be part of a general support system. As much as it can be a life-altering experience on its own, it is not a replacement for one-to-one therapy, medical attention, or other professional services when these are necessary. Trainers must be prepared to refer and collaborate with other professionals when a participant's needs exceed the training's capabilities. In this way, psychological training is one among a network of mental health and personal development services that complement each other.

### **Conclusion**

Standards and regulations of psychological training are the cornerstone of its effectiveness, ethical integrity, and transformational potency. From the professional competence of the trainer to the emotional readiness of the participants, from the organization of sessions to the nuances of group process, every element must be carefully designed and responsibly delivered.

Clear rules of confidentiality, respect, and informed consent create a safe space within which psychological growth can occur. The use of evidence-based practices and continuous evaluation ensures that training is maintained on target and effective. Cultural sensitivity, knowledge of the law, and ethical commitment also strengthen the trainer's responsibility to do no harm and to serve each participant's unique process. In honoring these requirements and constraints, psychological training becomes more than a skill—it becomes a profound and freeing experience that strengthens individuals and communities.

### 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. Kurbanova, R. J., and B. E. Saidboeva. "MAKTAB VA OILADA ESTETIK TARBIYANI SHAKLLANTIRISH JARAYONIDA O'QUVCHILARNING AKSILOGIK DUNYOQARASHINI RIVOJLANTIRISH." *Inter education & global study* 9 (2024): 114-121.
3. Jarasovna, Kurbanova Rita. "The Role of National Values in Shaping the Aesthetic Worldview of Schoolchildren." *International Journal of Pedagogics* 5.03 (2025): 55-58.
4. Asamatdinova, J., and B. Saidboeva. "Diagnosis and Correction of the Development of Value Orientation in Students in the Process of Moral and Aesthetic Education." *JournalNX* 9.6 (2023): 274-277.
5. 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.
6. 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.
7. 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.
8. Turemuratova, Aziza, Umida Uzakbaeva, and Dilafroʻz Nuriyeva. "BASIC CONCEPTS OF FAMILY PSYCHOLOGY AND OVERCOMING PSYCHOLOGICAL PROBLEMS." *Modern Science and Research* 4.4 (2025): 104-109.
  9. Turemuratova, Aziza, Maftuna Masharipova, and Ma'mura Atabayeva. "RESEARCH ON IMPROVING STUDENTS'COLLABORATIVE SKILLS BASED ON MULTI-VECTOR PSYCHOLOGICAL TRAINING APPROACHES." *Modern Science and Research* 4.4 (2025): 90-97.
  10. 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.
  11. 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.
  12. 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.
  13. Daribaev, Atabay, and Nazrgiza Sagindikova. "HISTORY OF PSYCHOLOGY." *Modern Science and Research* 3.1 (2024): 1162-1166.
  14. Turdimuratova, S. B., and N. J. Sagindikova. "PSIXOLOGIK DIAGNOSTIKA." *Modern Science and Research* 3.7 (2024).
  15. Polatovna, Rametullaeva Nadira, and OLIY TA'LIMDA INNOVATSION YONDASHUVLAR ASOSIDA. "PEDAGOGIK VA PSIXOLOGIK METODLARNI TAHLIL QILISHGA ASOSLANGAN TADQIQOTLAR." *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI* 3.12 (2023): 67-70.