ACTIVE LEARNING AND PERSONAL DEVELOPMENT AS A DIRECTION IN PSYCHOLOGICAL TRAINING

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Abstract. This study provides detailed information on the methodological problems of psychological preparation in collaborative educational processes of active learning in psychological training and the problems of student groups arising from the pedagogical side.

Many of our foreign scientists have conducted scientific research on eliminating methodological problems in psychological training. It would not be wrong to say that the results of research conducted using modern methods of applying psychological training in education have yielded results. The main reason for the emergence of methodological problems in psychological training may be the use of incorrect pedagogical methods as a direction of personal development in education.

Key words: Psychological training, psychological methods, collaborative learning, pedagogical methods, individual approach, methodological psychological problems.

PSIXOLOGIK TRENINGLARDA FAOL BILIM OLISH VA SHAXSNI RIVOJLANTIRISH YO'NALISHI SIFATIDA

Annotatsiya. Ushbu tadqiqotda psixologik treninglarda faol bilim olishning kolloborativ ta'lim jarayonlarida psixologik treninglarning uslubiy muammolari va pedagogik tarafdan kelib chiqqan talabalar guruhi muammolari haqida batafsil ma'lumotlar keltirib o'tilgan. Psixologik treninglarda uslubiy muammolarni bartaraf etish bo'yicha ko'pchilik xorijiy olimlarimiz tadqiqotlarni amalga oshirgan. Psixologik treninglarni ta'limda qo'llashning zamonaviy usullaridan foydalangan holda amalga oshirilgan tadqiqot natijalari o'z samarasini bergan desak yanglishmaymiz. Psixologik treningda uslubiy muammo kelib chiqishini asosiy sababi ta'limda shaxsni rivojlantirish yo'nalishi sifatida noto'g'ri pedagogik metodlardan foydalanish bo'lishi mumkin.

Kalit so'zlar: Psixologik trening, psixologik metodlar, kolloborativ ta'lim, pedagogik metodlar, individual yondashuv, uslubiy psixologik muammolar.

INTRODUCTION

Despite the variety of psychological exercises used in psychological training sessions, the variety of teaching methods of teachers, and the variety of pedagogical methods used by psychologists in organizing psychological training sessions, it is possible to single out

methodological problems in several main psychological training methods. Most of them are based on cooperative learning (i.e., students work in groups in the process of cooperative learning), which traditionally includes group discussion and situational role-playing.

In addition, researchers - theorists and practicing psychologists who solve methodological problems of psychological training - propose to include training in psychophysiological self-regulation through training in interpersonal sensitivity, including training aimed at increasing the sensitivity of students' perception in collective cooperation. It is also recommended that teacher-psychologists use meditative methods and stimulating (for teaching self-hypnosis) methods in psychological training. The organization of psychological training is carried out mainly in preparation for a group discussion - a joint (collaborative) discussion of any controversial issue that allows clarifying the opinions, positions and attitudes of group members in the process of direct communication (possibly changing, thinking, freethinking). Group discussion in training can also be used to give participants the opportunity to look at the problem arising in psychological training from different points of view (this allows for mutual guidance and clarification of mutual positions, which reduces resistance to accepting new information from other members of the group) and as a way to overcome the psychological methodological dilemma of group reflex through individual analysis.

As a result, this experience strengthens the unity of the group and at the same time helps the participants to open their world. We believe that there are various reasons for classifying the forms of group discussion in the implementation of psychological training in cooperative learning.

In structured discussions, the main causes of methodological problems in psychological training are determined by the topic of discussion, and sometimes their order is clearly regulated.

Unstructured discussions are characterized by the role of the leader in the methodology of passive psychological methodological problems, their topics are chosen at their discretion, the time for discussion is not formally limited, the conditions of psychological preparation are explained, the rules of the team are explained.

In addition, in psychological training, psychologists can consider thematic discussions, in which topics that are important for all participants in the training are discussed; biographical; interactive methods, the structure and content of the relationships of group members, pedagogical and psychologically based sources are used. From discussion methods, psychological methods are used in the analysis of various situations from the life or life of the participants of the training, in the analysis of complex situations in interpersonal relationships proposed by the psychologist, and in other cases. Game methods include situational role-playing, didactic, creative, organizational-activity, imitation, business games.

The use of game methods in training, according to many researchers, is considered very effective. At the first stage of group (cooperative) work, games are useful as a condition for eliminating depression and mental tension of participants, as a condition for painless removal of psychological defenses. The game method based on psychological training very often becomes a diagnostic tool for self-diagnosis, which allows you to easily identify difficulties in attentive communication and the presence of serious psychological problems. Thanks to the game, the process of psychological preparation is accelerated, new behavioral skills, verbal and non-verbal communication skills are formed, and optimal ways of interacting with people around them are

learned. Methods aimed at developing social cognition develop the ability to perceive, understand and evaluate other people, themselves, their groups. During the training, with the help of specially designed psychological exercises, participants receive verbal and non-verbal information about how others perceive them, how correctly they perceive themselves.

They acquire the skills of deep reflection of the object of perception, semantic and psychological assessment. By guiding the process of forming the participants' idea of what this exercise will or can give them in the future, the leader can program them for the development of cooperation skills in the future (in addition to the development obtained during psychological training). The essence of the "Brainstorming" method in the process of psychological training is to divide the processes of solving a methodological psychological problem into several stages in time (formation of ideas, their critical and constructive development) based on collective cooperation (teams formed in a cooperative environment).

The purposeful use of the "Brainstorming" method in the process of psychological training is a guarantee of the development of creative non-standard thinking. The organization of the "Brainstorming" method is quite simple, and it is also very useful in finding solutions to psychological methodological problems that arise in the process of changing the content of education. Initially, group meetings are held and a psychological problem is set before them. All participants express their opinions on solving this psychological problem. At this stage, no one has the right to "attack" or evaluate other people's ideas. Thus, through "Brainstorming" there is an opportunity to generate dozens of ideas in a short time. In fact, the main goal is not to bring the number of ideas to mind, they are only the basis for rationally developing a solution to a psychological problem. One of the conditions of this method is that each of the participants must be an active participant without any external influence. Participants in "Brainstorming" can express any thoughts and suggestions on the problem posed. The ideas expressed by the students are recorded, and their authors have the opportunity to remember their thoughts in their memory.

The effectiveness of the method is characterized by the diversity of ideas, and during the attack they are not criticized or rephrased. Several tasks that students engage in together in e-learning do not have the same goals. Psychological problems that arise due to the complexity of any learning can partially interact with each other due to two different and often conflicting goals: learning the pedagogical knowledge domain and, in parallel, pedagogical activity. From the psychological side, students are given knowledge, information that they process in order to master it. From the pedagogical side, students' behavior is directed as a "psychological action". Through psychological actions, conclusions can be drawn from the classroom environment and pedagogical methods. Providing feedback allows for the prevention of psychological problems. In e-learning contexts, students spend a lot of time waiting. Whatever the purpose, teachers or tutors need to provide feedback on their writing and determine the levels achieved. They face some psychological methodological problems: they get stuck inside and the writing process is delayed.

In psychological processes, completed versions; when writing, self-assessment of the work being done becomes difficult and understanding becomes very complicated. Teachers have a limited general idea of the psychological processes of students and it is difficult to assess students' understanding or cooperation. Pedagogical theories suggest that automated methods with computer-based procedures can be used in e-learning contexts, which may be necessary and

partially necessary. Taking into account the perspectives of stakeholders. There are many stakeholders who may have tasks to fulfill in e-learning contexts. Their research findings may differ, coincide, or contradict each other. These tasks may also be powerful. In psychological training, methodological problems hinder the type of tool that can be used to analyze a given learning situation. For most tools designed to analyze software that enhances students' collaborative skills, they are designed for research purposes, making it difficult for other stakeholders to use them.

Conclusion

In psychological training, the trainer gives a brief presentation on the topic, goals and objectives of the training, and its general essence. The presentation is conducted in accordance with the topic of the training and based on the requirements for the training. Information that is used by teachers and psychologists as a means of presenting new material to train training participants can be used. The trainer conducts a psychological training lecture for those who are ready to receive new material from the training participants. In order for the participants to fully and clearly perceive the presentation, adapt to the training sessions, and also prepare for the training, the trainer conducts facilitation, psychological moderation, or role-playing games before the psychological lecture. In the processes of psychological assessment, it is important that each participant in the training actively listens to the information.

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