

IMPROVING STUDENTS' COLLABORATIVE SKILLS THROUGH PSYCHOLOGICAL TRAINING AND BASIC RULES FOR THE PRACTICE OF PSYCHOLOGICAL TRAINING

Turemuratova Aziza Begibaevna

Assistant, Department of Pedagogy and Psychology, Karakalpak State University named after Berdakh, Republic of Karakalpakstan.

Azizaturemuratova85@gmail.com

Urazimbetov Renat Kidirbaevich

Student of Karakalpak State University.

Babajanova Miyassar Jamalovna

Student of Karakalpak State University.

<https://doi.org/10.5281/zenodo.15190779>

Abstract. This study is about the importance of using psychological training in improving students' collaborative skills based on modern educational programs. During our study, information was provided about the rules for organizing psychological training, based on the pedagogical skills and psychological potential of the teacher. Also, instructions were given on the application of psychological training to a group of students, including expanding students' knowledge through psychological methods. If psychological training is organized according to these instructions, we will contribute to the development of students as capable, well-rounded, intelligent, and well-educated young people, achieving high results in education.

Keywords: Psychological training, pedagogical skills, psychological potential, collaborative learning, psychological methods, educational program, upbringing.

PSIXOLOGIK TRENINGLAR ORQALI TALABALARNING KOLLOBORATIV KO'NIKMALARINI OSHIRISH VA PSIXOLOGIK TRENING AMALIYOTINING ASOSIY QOIDALARI

Annotatsiya. Ushbu tadqiqot zamonaviy ta'lim dasturlariga asoslangan holda talabalarning kolloborativ ko'nikmalarini oshirishda psixologik treninglardan foydalanishning ahamiyati haqida bo'ladi. Tadqiqotimiz davomida o'qituvchining pedagogik mahorati va psixologik salohiyatidan kelib chiqqan holatda, psixologik treninglarni tashkillashtirish qoidalarini haqida ma'lumotlar berilgan. Shuningdek psixologik treningni talabalar guruhiga nisbatan qo'llash, shu jumladan talabalarning psixologik metodlar orqali bilimlarini kengaytirish bo'yicha ko'rsatmalar berib borilgan. Agarda psixologik treninglarni shu ko'rsatmalar bo'yicha tashkillashtirsa, ta'limda yuqori natijalarga erishgan holda, talabalarni salohiyatli, barkamol, aqilli, tarbiyali yoshlar sifatida komil insonlar bo'lib yetishishida o'z xissamizni qo'shgan bo'lamiz.

Kalit so'zlar: Psixologik trening, pedagogik mahorat, psixologik salohiyat, kolloborativ ta'lim, psixologik metodlar, ta'lim dasturi, tarbiya.

УЛУЧШЕНИЕ НАВЫКОВ СОВМЕСТНОЙ РАБОТЫ СТУДЕНТОВ ПОСРЕДСТВОМ ПСИХОЛОГИЧЕСКОЙ ПОДГОТОВКИ И ОСНОВНЫХ ПРАВИЛ ПРАКТИКИ ПСИХОЛОГИЧЕСКОЙ ПОДГОТОВКИ

Аннотация. В данном исследовании будет рассмотрена важность использования психологической подготовки для улучшения навыков сотрудничества учащихся на основе современных образовательных программ. В нашем исследовании дана информация о правилах организации психологической подготовки, исходя из педагогического мастерства и психологического потенциала учителя. Также были даны инструкции по применению психологической подготовки к группе студентов, включая расширение знаний студентов с помощью психологических методов. Если психологическая подготовка будет организована в соответствии с этими принципами, мы будем способствовать достижению высоких результатов в образовании и помогать учащимся расти способными, всесторонне развитыми, умными и образованными молодыми людьми.

Ключевые слова: Психологическая подготовка, педагогическое мастерство, психологический потенциал, совместное обучение, психологические методы, образовательная программа, воспитание.

Introduction

Raising a well-rounded individual and helping them find their place in society and improve their skills is one of the problems of modern psychology. In this regard, of course, psychological training occupies a special place, and it is no exaggeration to say that specialists are now widely using the possibilities of science. As a result, a change in the style of communication in interpersonal relationships, an increase in knowledge, skills and qualifications in certain professional fields, creates the opportunity for young people to become leaders, managers, entrepreneurs, HR managers, psychologists, psychological trainers and others, especially in stressful conditions, to lead in extremely complex types of activity, to analyze real science. It is also no secret that in today's era of globalization, the need for individuals to communicate (in production, educational processes, family relationships, ensuring the stability of the emotional sphere, etc.) is increasing day by day, and the possibilities of psychological training in the process of eliminating various conflict situations that arise between them are expanding. Many authors in this field emphasize that the leading goal of socio-psychological training is the formation of communicative skills in interpersonal relationships.

A person is formed and develops as a person in the process of communicating and interacting with other people, in society. The communicative abilities of a person are a condition for his development and a result of this development. In a broad sense, without improving a person's communicative skills, changing his social relationships, as well as revising his general attitude to the social world and himself, it is impossible to form a complex of personal qualities of a person, the cooperation abilities of students. However, at present it is not correct to associate socio-psychological training only with the fact that it is a means of communication. Socio-psychological training is not only a factor in the formation of interpersonal relationships, but also creates opportunities for an adequate self-assessment of a person, self-control in any situation, which distinguishes it from other practical training with the following goals. The main meaning of psychological training is to teach human relationships. In recent years, the field of psychology has developed significantly. Also, the educational network has developed as a separate branch of the field of psychology. Psychological training, which is developing as a science and its methodology, is also devoted to the issue of how to organize and conduct training in the field of education and upbringing. It is worth noting that both solving problems in the educational process and the formation of knowledge, skills and qualifications in this regard require the trainer to work with personality psychology and the individual psychology of the individual.

Therefore, such trainings in psychology are called psychological trainings. It is not for nothing that the fact that mental stress is much more common among people than in the past and that many life problems arise as a result of this is of concern to many, especially the general public, as well as psychologists. The ability to work with direct experience makes it possible to use psychological training as an important element of professional training. Training helps to overcome the limitations of traditional teaching methods in professional activities and can serve as a bridge between practices. Training creates the opportunity to immediately connect the information and activities received, new forms of behavior provided by the movement of interaction channels, and the results associated with them. In order to increase the scope of knowledge of individuals and further broaden their worldview, it is necessary to widely use effective methods of social psychological training. In this regard, we would like to draw attention to social psychological literacy. The main goal of social psychological literacy is to psychologically prepare people for social activity, to form high human qualities in them, to accelerate the processes of communicative literacy, and to adapt to complex forms of interpersonal communication. Considering that today's generation will grow up to be tomorrow's creators, patriots, hard workers, and managers of society, the importance of a wide level and scope of their literacy is undeniable. The effectiveness of psychological preparation depends on the proper organization of its initial stage.

The first step in the training process is to develop group norms, that is, training rules. In this case, it is necessary to agree with the participants that these norms should be observed and obtain the consent of each member. Compliance with these rules is of great importance in achieving the training goal and creating a favorable psychological environment. The first day of any psychological training is a key process that serves to ensure the effectiveness of the training, and an understanding and instructions are given about the main parts of the first day of training.

The purpose and importance of developing existing group norms are also determined.

The methods used in the process of introducing participants and the trainer are also determined. Before conducting psychological training, the trainer, that is, the facilitator, must be fully prepared and have pedagogical skills based on modern methods. The trainer must have prior knowledge of the group he is training. The main purpose of conducting psychological training sessions is to form, in a certain sense, certain aspects of the participants (for example, character, emotions, motivation for activity, interests, satisfaction of communication needs, phenomena of self-reflection).

If the criteria for evaluating the training are not developed before the start of the training, then the training may be ineffective. At the same time, it should be taken into account that many psychological trainings are conducted not only to teach specific professional skills and competencies, but also to develop new forms of thinking and behavior of the organization's employees. The effectiveness of the training is determined by the training of the trainer. Since socio-psychological training aims to achieve healthy relationships between people, one of the main factors is that the person conducting it, the organizer, should know his job perfectly and be able to use methods that ensure the effectiveness of the activity.

One of the main conditions and requirements for a trainer is that he must master all aspects of the communication process professionally and psychologically, be able to apply theoretical knowledge directly in practice, during the training process. They are usually called trainers, instructors and facilitators. Therefore, the first thing that should be paid attention to in institutions or organizations organizing training sessions is to educate and train those who conduct socio-psychological training there, and to form specialists from them who will conduct training sessions.

It is also advisable to regularly certify trainers, that is, check their theoretical and practical training. Because knowing the uniqueness of each individual, knowing their unique ways of influencing them, and improving effective methods for dealing with unexpected situations during training makes training more effective.

Conclusion

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 traditionally include group discussion and situational role-playing in the process of cooperative learning (i.e., students working in groups in the process of cooperative learning).

In addition, researchers - theorists and practicing psychologists who solve methodological problems of psychological training - propose to include in the main training methods psychophysiological self-regulation methods through training in interpersonal sensitivity, including training aimed at increasing the sensitivity of students to perception in cooperative learning in a collective manner.

It is also recommended that educational psychologists use meditative techniques and motivational (for teaching self-hypnosis) techniques in psychological training sessions.

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, et al. "ANALYSIS OF PEDAGOGICAL AND PSYCHOLOGICAL MECHANISMS OF DEVELOPING COLLABORATIVE SKILLS OF STUDENTS BASED ON A MULTI-VECTOR APPROACH." *Современные подходы и новые исследования в современной науке* 3.14 (2024): 46-49.
3. Turemuratova, Aziza, and Mahliyo Ruzimova. "PEDAGOGICAL ANALYSIS OF THE FORMATION OF COLLABORATIVE SKILLS OF STUDENTS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES IN EDUCATION." *Наука и инновации в системе образования* 3.13 (2024): 88-92.
4. Turemuratova, Aziza, and Khurshida Atabaeva. "THE MAIN PEDAGOGICAL ASPECTS OF THE FORMATION OF COLLABORATIVE SKILLS OF STUDENTS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES IN HIGHER EDUCATION." *Академические исследования в современной науке* 3.45 (2024): 30-33.
5. Turemuratova, Aziza, and Sirgagul Orinbaeva. "MULTI-VECTOR RESEARCH ON IMPROVING STUDENTS' COLLABORATIVE SKILLS IN HIGHER EDUCATION BASED ON PEDAGOGICAL AND PSYCHOLOGICAL APPROACHES." *Современные подходы и новые исследования в современной науке* 3.15 (2024): 140-143.

6. 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.
7. Begibaevna, Turemuratova Aziza. "THE ROLE OF PEDAGOGICAL METHODS BASED ON MULTI-VECTOR APPROACHES IN MODERN EDUCATION IN IMPROVING STUDENTS'COLLABORATIVE SKILLS." *CURRENT RESEARCH JOURNAL OF PEDAGOGICS* 5.11 (2024): 98-102.
8. Begibaevna, Turemuratova Aziza, and Ayimbaeva Aynura Rustamovna. "PEDAGOGICAL ANALYSIS AND ESSENCE OF MULTI-VECTOR APPROACHES IN IMPROVING STUDENTS'COLLABORATIVE SKILLS BASED ON THE EDUCATIONAL PROGRAM." *CURRENT RESEARCH JOURNAL OF PEDAGOGICS* 5.11 (2024): 88-92.
9. Begibaevna, Turemuratova Aziza, and Asamatdinova Bazargul Bakhadirovna. "PEDAGOGICAL FOUNDATIONS OF DEVELOPING STUDENTS'COLLABORATIVE SKILLS BASED ON A MULTI-VECTOR APPROACH." *European International Journal of Pedagogics* 4.11 (2024): 183-187.
10. Begibaevna, Turemuratova Aziza. "APPLYING METHODS THAT IMPROVE STUDENTS'COLLABORATIVE SKILLS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES." *European International Journal of Pedagogics* 4.11 (2024): 178-182.
11. 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.
12. Begibaevna, Turemuratova Aziza, Kujamuratova Gulnaz Jumabayevna, and Iskendarova Shayra Sabirovna. "PEDAGOGICAL MECHANISMS OF DEVELOPING COLLABORATIVE SKILLS OF STUDENTS BASED ON A MULTI-VECTOR APPROACH." *International Journal of Pedagogics* 4.09 (2024): 55-62.
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. 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.
15. 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.