

IMPROVING THE PROFESSIONAL SKILLS OF A PSYCHOLOGIST-TRAINER AND DEVELOPING A METHODOLOGY FOR PSYCHOLOGICAL TRAINING

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Abstract. This study provides information on the tasks of psychological trainers in organizing psychological trainings in order to improve their psychological potential and develop their professional skills. Considering the psychological trainer as a practical manager of trainings, it is recommended to use methods based on psychological research, taking into account the essence and purpose of the trainings. Because we are achieving effective results during trainings organized on the basis of psychological knowledge and psychological research. It is advisable to strengthen psychological knowledge in the process of improving the professional skills of a psychological trainer. This study serves to provide the necessary information for the activities and experiences of psychological trainers.

Keywords: Psychological training, psychologist-trainer, professional skills, psychological research, communication methodology, pedagogical activity.

ПОВЫШЕНИЕ КВАЛИФИКАЦИИ ПСИХОЛОГА-ТРЕНЕРА И РАЗРАБОТКА МЕТОДИКИ ПСИХОЛОГИЧЕСКОГО ТРЕНИНГА

Аннотация. В данном исследовании представлена информация о роли тренеров-психологов в организации психологического обучения с целью повышения психологического потенциала и развития профессиональных навыков. Рассматривая психолога-тренера как практического руководителя тренинга, рекомендуется использовать методы, основанные на психологических исследованиях, учитывая характер и цель тренинга. Потому что мы достигаем эффективных результатов с помощью тренингов, организованных на основе психологических знаний и психологических исследований. Целесообразно укреплять психологические знания в процессе повышения профессионального мастерства тренеров-психологов. Данное исследование призвано предоставить необходимую информацию для деятельности и опыта тренеров-психологов.

Ключевые слова: Психологическая подготовка, психолог-тренер, профессиональное мастерство, психологическое исследование, методика общения, педагогическая деятельность.

PSIXOLOG-TRENERNING KASBIY MAHORATINI OSHIRISH VA PSIXOLOGIK TRENING METODIKASINI ISHLAB CHIQISH

Annotatsiya. Ushbu tadqiqotda psixologik trenerlarning psixologik salohiyatini oshirish va kasbiy mahoratini rivojlantirish maqsadida psixologik treninglarni tashkil etishdagi vazifalari haqida ma'lumotlar berilgan. Psixologik trenerni mashg'ulotlarning amaliy boshqaruvchisi deb hisoblasak, mashg'ulotlarning mohiyati va maqsadini hisobga olgan holda psixologik tadqiqotga asoslangan usullardan foydalanish tavsiya etiladi. Chunki psixologik bilimlar va psixologik tadqiqotlar asosida tashkil etilgan treninglar davomida samarali natijalarga erishmoqdamiz. Psixologik trenerlarning kasbiy mahoratini oshirish jarayonida psixologik bilimlarni mustahkamlash maqsadga muvofiqdir. Ushbu tadqiqot psixologik trenerlarning faoliyati va tajribalari uchun zarur ma'lumotlarni taqdim etishga xizmat qiladi.

Kalit so'zlar:Psixologik trening, psixolog-trener, kasbiy mahorat, psixologik tadqiqotlar, muloqot metodikasi, pedagogik faoliyat.

Introduction

When organizing a psychological training, it is advisable to put forward the idea that turning a conversation into a monologue, making it similar to a lecture, will lead to a loss of the main points of the training. Participants in psychological training should actively participate, which does not mean that the psychologist-trainer should always be silent. However, the trainer's speech should be short and concise. When the trainer is asked for information, the trainer cannot direct this question to the group. He can ask what the training participants think about it and find out the group's opinion. Discussion (dialogue methodology) in this case is extremely effective, because the training participants remember this information better during the discussion than during the lecture. In the dialogue methodology, ensuring that the participants engage in counseling and analyzing the information is the main task of the psychological trainer. In most cases, during the practice of psychological training, the client's questions to the trainer are mainly about himself at the beginning of the work. According to the client, the psychologist-trainer should be able to explain what he means if he opens his mouth about this, 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, in which 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 further life. In this case, psychological training can turn into mass counseling. In these cases, even the participants in the training turn into counseling.

Psychological training is a method aimed at helping participants master certain actions. In psychological training, the formation and motivation of positive attitudes towards new activities is a task for the trainer. Subjective attitudes can come in various forms. Attitudes can only arise in relation to the desired objects. 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 analysis in the management of behavior, and appear as a disposition towards the social environment. The training is designed to help participants acquire these qualities. For example, in a 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 representation systems can be considered based on the professional skills of the psychologist-trainer. In these cases, we are not talking about the formation of concepts, but about the formation of a system of representations. Training is not a lesson, there is no concept of deep acquisition of knowledge. Here it is necessary to know the differences between knowledge and representations based on psychological approaches. In this case, representations do not occupy the main place, the analysis of human behavior is put in the lead. Representations can have a very strong influence on the fate of people. It can sometimes take a lot of effort for a trainer to help participants change their perceptions. As for the training of professional pedagogical identity, teachers will have to fundamentally reconsider their behavior in these situations. They will also be required to change their pedagogical activities. The issue of forming psychological knowledge can be considered from the point of view of psychological potential and pedagogical skills. This is one of the most frequently repeated and 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. Psychological 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 creation of a psychological methodology from existing situations, and dispositional knowledge is the presence of subjective thoughts in relation to certain situations. This knowledge is very important in pedagogical activity. In the training of self-awareness in professional pedagogical skills, the psychologist-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 useful work in practical terms. 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 taught him to create modern methodological program technologies based on new psychological methods. Various pedagogical technologies, any situations can arise. A specialist does not have knowledge about strategies, he knows about the existence of certain strategies. Because teachers can analyze certain aspects, but do not analyze their technical conditions. So we can conclude. In order to benefit from training activities, the client must at least know the following: he must have knowledge about effective psychological communication and types of communication; he must be able to form personal relationships in psychological communication using various strategies and pedagogical technologies and choose the most suitable for himself; he must choose specific techniques of psychological training, determine ways of interacting in different situations, and finally, most importantly, he must be able to behave in different situations in communication with other participants. Based on psychological research, the use of game methods in training is considered by many experts to be very effective.

The game method is also very useful for overcoming shyness among group participants at the first stage of training. This helps to overcome psychological defenses. In many cases, games become a tool for diagnostics and self-diagnosis. Many skills and abilities are strengthened through game activities. People are identified in verbal and non-verbal communicative situations. Game activities are considered one of the most convenient ways to express themselves. As a result, game activities can serve as a psychotherapeutic and psychocorrectional activity not only for children, but also for adults. 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. In addition to the above-mentioned risks, the psychologist-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 ethical 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: Lack of psychological knowledge or lack of psychological potential can lead to negligent actions and deliberate actions with negative consequences.

Conclusion

In conclusion, it should be said that the high level of knowledge and skills of a psychologist-trainer helps to effectively conduct the educational process. The organization of psychological trainings forms the professional skills and psychological competence of the trainer. It is advisable for the trainer to work hard on himself, acquire modern knowledge based on new innovative psychological methods. A psychologist-trainer should be attentive to all psychological situations when conducting psychological research.

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