

## **EXPERIMENTAL STUDY OF COMMUNICATIVE ABILITIES OF ADOLESCENTS BY USING PSYCHOROCRECTIVE WORK.**

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**Annotation.** The article is about an experimental study of the communicative abilities of adolescents and the diagnosis of adolescents at the present level of anxiety and aggressiveness.

**Key words:** adolescents, psychodiagnostics, psychocorrection, anxiety, aggressiveness.

An important aspect of supporting the processes of social adaptation of adolescents is the development and application of psychological and pedagogical technologies to help adolescents in understanding and optimizing relationships, both with themselves and with other people. A significant number of experimental and theoretical works are devoted to this problem. This study is devoted to the problem of communications of adolescents. The basis for determining the research problem is the need for psychological theory and practice in knowledge of the characteristics of adolescents, in the construction of psychocorrectional models of psychological support for the processes of development of communication skills. The task of forming a teenager's attitude towards himself and other people can be correlated with the construction of individual ways of understanding relations and their restructuring.

The aim of our study was to determine the relationship between a decrease in the level of anxiety and aggressiveness and an increase in the level of communication skills. In the course of the study, two groups were formed, with the help of which we had to find out whether there is a relationship between the level of anxiety and aggressiveness and communication skills.

To identify the relationship, we used a psychocorrectional program to increase communication skills in adolescents by reducing the level of aggression and anxiety. We diagnosed groups of teenagers for the present level of anxiety and aggressiveness before and after psychocorrection.

The results at the preliminary stage confirmed the assumption that many adolescents have difficulty in communicating as well as in the ability to present themselves.

During the observation of students' behavior, how communication and conversation takes place, as well as on the basis of the projective methodology "Drawing of a nonexistent animal" and the KOS-1 methodology, interesting results were obtained: in group No. 1, a large profent of the subjects (42%) showed a level of abilities at an average level, while the level of organizational abilities is below average. The results of the Spilberger-Khanin and Bass-Darka methods, which showed the majority of children a high level of anxiety and a high level of verbal aggression, which, according to our hypothesis, cannot be a successful guarantee of effective communication, which showed reality. Most of the guys had a defensive reaction to all the innovations of verbal aggression, which in their initial opinion was the key to successfully attracting attention and gaining leadership positions. Therefore, working with group No. 1, we would focus on

working out aggressiveness, working with conflicts and resolving them effectively, working with imagination, we focused on developing a positive attitude to the world around us, on trust and openness. To increase organizational abilities, the guys had the opportunity to prove themselves both as a manager and as a subordinate in relations, for this work was created in pairs and triples.

Several children in group No. 1 had a low (viscous) level of reactive anxiety, this was due to the process of crowding out high anxiety in order to show themselves in a “better light” (which was confirmed by the “Drawing of a nonexistent animal” technique). In working with these students, emphasis was placed on increasing the sense of responsibility and working with motives for activity.

In group No. 2, most of the children had a low level of both communicative and organizational abilities, which again was combined with a high level of verbal aggression. In addition, in this group there were 2 people with a level of hostility above the norm. That compared with the first group, with a fairly high communication and organizational skills, there were more. In our opinion, this is due to the fact that adolescents, having a high level of claims, but a low ability to realize their plans, through both verbal aggression and a tendency to irritation, thus express their dissatisfaction with the existing situation. Therefore, in working with group No. 2, we also worked out a scheme.

Based on the rules of effective communication, successful communication is the key to a positive result in achieving goals.

Table 1. Indicators of possession of communicative and organizational skills (according to the CBS-1 technique)

№ groups	Number of participants	Number of students with communicative / organizational inclinations by level, %				
		low	Below the average	Normal	Above the average	High
1	12	-	8 / 25	16 / 25	34 / 34	42 / 16
2	14	22 / 43	21 / 15	7 / 7	14 / 21	35 / 14

**Table 2: Indicators of reactive and personal anxiety  
(according to the method of Spielberger-Hanin)**

№ groups	Number of participants	Anxiety (number of people)					
		Reactive			Personal		
		Low	Low Medium	Above norm	Lower norm	Norm	higher
1	12	4	7	1	-	9	3
2	14	4	8	2	3	9	2

**Table 3: Indices of Aggression and Hostility  
(according to the Bass-Darki method)**

№ groups	Number of students	Indexes (number of people)					
		Aggressiveness			Hostility		
		Below normal	Norm	Above norm	Lower norm	Norm	Higher
1	12	3	7	1	-	2	-
2	14	5	9	-	1	11	2

According to the repeated diagnostics carried out after the communication skills training, the hypothesis of our study was confirmed, since we assumed that there was a correlation between the level of anxiety and aggressiveness and communication skills.

**Table 4. Indicators of possession of communicative and organizational skills (according to the CBS-1 technique)**

№ groups	Number of participants	Number of students with communicative / organizational inclinations by level, %				
		Low	Below norm	Norm	Higher norm	highest
1	12	-	-	20 / 25	38 / 40	42 / 35
2	14	-	-	40 / 5	25 / 60	35 / 35

Most students have significantly decreased anxiety levels, and for some, from maladaptation to medium anxiety levels. This allows us to conclude that these adolescents have acquired internal resistance to stressful situations, their self-esteem has increased, and their internal needs for recognition with the real attitude of others have come into balance. For some students, the level of anxiety remained at the same level or changed slightly, which indicates the advisability of further group work aimed at increasing self-esteem and reducing anxiety. Only one young man increased the level of reactive anxiety, which is due to the negative situation in the family and has nothing to do with the conditions of the training. Therefore, we believe that the test results of this participant should not be considered as a reason to refute the hypothesis.

According to the KOS-1 methodology, the number of participants with low and below average levels of communication and organizational skills is zero. At the same time, the number of participants with a high level increased, the average level of communicative and organizational abilities also increased, which is a positive trend, because a high level of the studied abilities cannot be present in all personality types. The quality of communication has changed from formal to empathy, students have learned to understand the feelings of others to empathize with them, which is a prerequisite for building healthy relationships with others.

The internal aggression in adolescents is usually at a high level - this may be the need for recognition among peers, and dissatisfaction with their position in the group, the consequences of family education, exposure to the influence of a negative leader or group as a whole. After completing classes, the ability to verbal aggression according to the Bass-Darki method decreased by an order of magnitude for all participants in the training both in group No. 1 and group No. 2. This suggests that adolescents learned to control their internal aggressive tendencies and compare them with community requirements. In some students, the ability to openly display aggression slightly increased, which, in our opinion, is not considered a negative result and is interpreted as increasing self-esteem and defending one's position in relations with peers and adults. Since the students received a sufficient amount of information about the methods and techniques of constructive communication, we believe that they will use non-harmful methods.

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