

## **TRAINING OF COMMUNICATIVE SKILLS AS ONE OF TYPES OF GROUP PSYCHO-CORRECTIVE WORK WITH TEENAGE**

Karakulova Aisholpan Bekkalievna

practical psychologist, school number 5 of the Shumanai region.

Khudaibergenova Aigul Isakovna

practical psychologist, school number 19 of the Shumanai district.

Abuova Gumsha

Practical Psychologist, School No. 9 of the Takhtakupir District.

Ramanova Dauletbek

Practical Psychologist, School No. 7 of the Takhtakupir District

**Annotation.** The article is about group psychocorrection, its content and their goal is to develop communication and interaction skills with people.

**Key words:** group psychocorrection, training, methods of psychocorrection, communication, development.

### **Introduction**

Group psychocorrection, as a method, is aimed at helping participants to master any activity. But what conditions ensure the assimilation of new activities? Obviously, a person must: 1) want to do this; 2) know how to do it and 3) be able to do it.

We chose communication skills development training as a method of group psychocorrectional work.

Training (from the English train - to train, train) is a complex of methods aimed at developing the skills of self-regulation, self-improvement and communication.

Training is defined as a way of reprogramming a person's model of managing behavior and activity. (S.L. Rubinstein)

Training is a practice of psychological influence based on active methods of group work. (L.A. Petrovskaya)

Training is a multifunctional method of deliberate changes in the psychological phenomena of a person, group and organization in order to harmonize the professional and personal being of a person. (N.Yu. Khryashcheva and S.I. Makshanov)

A group of communicative trainings consists of behavioral trainings, conducted, as a rule, in a group format, as well as socio-psychological trainings. Their goal is to develop communication and interaction skills with people.

Our task was to create a desire among students to learn a new activity, to see the meaning for themselves, to realize its value, to really want to learn how to deeply reflect their activities, to see the undoubted benefit for themselves in understanding the characteristics of their personality, in their relationships with others, to form a new style of behavior in them, i.e. the person's ability to manage the application of his existing relationships and skills in accordance with the conditions of a particular situation.

Skills can be of three main types: technological, strategic and dispositional. If technological skills are the ability to use knowledge and skills in a certain situation, strategic ones are the use of the most appropriate activity strategy in the present sub-structure of representations, then dispositional skills are the ability to occupy a particular disposition in relation to a situation based on the existing system of subjective

relationships .. This is the most often called and perhaps the most important task of group psychocorrectional work.

The essence of our training is manifested in the acquisition of empathy skills (the ability to empathize with others, while accumulating our own experience), affiliation (the desire to be with people), in the perception of social support (the adolescent's ability to perceive the support offered by the social environment - family, friends, significant others ), as well as in his assessment of his own effectiveness in solving various problems (generalized self-efficacy) and basic coping strategies (solving problems, seeking social support and avoiding).

So, in order for school students (young people aged 13 to 15) to benefit from group psycho-correctional work, we have developed a program for the development of communication skills for adolescents, according to which they can:

1) get an idea of the essence of effective communication, a variety of strategies and technologies in communication, etc .;

2) to form a personal attitude to a variety of communication strategies and technologies, that is, it is biased to choose those that are more suitable for him;

H) to work out the specific techniques necessary for communication in a variety of circumstances, to test various behavioral strategies, and, finally, the most important thing is to live a variety of situations of communication with other participants in the process of the group's work (for acquiring dispositional skills).

One of the urgent problems that arise in adolescence is the lack of communication skills. Although the need for communication is very pronounced at this age, young people often experience difficulties in situations of establishing contact with interlocutors, the need to transmit or receive information from them, and organize collective work. In this regard, it is important to use developing games and exercises in working with them, which allow you to build effective communication and collaboration skills.

Internal aggression in adolescent children is usually at a high level for many reasons: this may include the need for peer recognition 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. A teenager trying to defend himself often resorts to an open manifestation of aggression. During the training, the ability to manifest aggression decreases, adolescents learn to control their internal aggressive tendencies and compare them with the requirements of society.

Internal anxiety indicates the difficulties of adaptation in the environment, society or the reference group. In adolescents, the level of anxiety is often elevated, which is associated with a mismatch between the need for a positive attitude towards oneself and the real attitude of others, as well as low self-esteem.

The exercises presented in the manual are aimed mainly at reducing aggressiveness and anxiety, as well as at increasing the level of communication. They teach to use verbal and non-verbal means of communication effectively, to transmit information with their help and to establish mutual understanding.

The system of classes presented in the methodological manual is based on the following principles. 1) relevance, 2) consciousness, 3) approximation of tasks to the conditions of real life, 4) versatile development, 5) feedback.

The purpose of the system is to increase the psychological culture of communication, contributing to the development of communication skills. For this purpose, the following tasks were set:

1) give students a certain amount of knowledge on the most common aspects of communication psychology;

2) to connect theoretical knowledge with the situation of communication reflected in the dialogues;

- 3) to help, based on the theoretical knowledge gained, find a way out of a difficult or conflict situation;
- 4) contribute to the development of the above structural components of communication skills;
- 5) help young people overcome the psychological barrier in communication.

Thus, the scheme by which all classes were built is presented below:

1. Organizational moment (greeting rituals, warm-up exercises);
2. The main part (attitude as preparation for the perception of new material - the introduction of new content);
3. Summing up (emotional response - comprehension);
4. Homework (not always implied);
5. The ritual of farewell.

## References

1. Makarticheva G.I. "Training for adolescents: prevention of antisocial behavior." - St. Petersburg, 2007
2. Osipova A.A. "General psychocorrection." M. 2004