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PREREQUISITES FOR ORGANIZING TRAINING GROUPS IN A COMPREHENSIVE STUDY OF PERSONALITY

Abstract: Personality is a mental structure that develops continuously, despite its stability. Since development is the most important attribute of the individual, it is considered " the main form of existence". This is a creative process. The individual is able to feel neither his age nor other limitations. This article discusses the importance and effective organization of trainings in Group psychological work.
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Introduction

In recent years, significant changes in public and social life have set many new tasks for the education system of the Republic. Especially in the education system, one of the most pressing issues is the formation of a personal culture of young people on the basis of national and civil spiritual values, creating favorable conditions for their comprehensive personal development.

Today, special attention is paid to the education and development of the younger generation. In psychological and pedagogical research, improving the mental development of the individual has become one of the most serious problems. However, it is realized at school when it recognizes the development of the individuals a priority in educational activities, attaches special importance to the formation of its mental development.

School education is the main and private type of activity. In the course of its implementation, students develop the basis of theoretical thinking and attention, which form the basis for the development of new mental phenomena and are aimed primarily at revealing the laws of the origin and development of things, and the activity of the individual increases. Spiritual development of the individual is an understanding of the complex structure of the world, its place in life, its duties, its responsibility to present and future generations, and continuous uniform self-improvement. Personal development is associated

with continuous expansion of their capabilities and increasing their needs. This level of development is measured by the area of relationships that were characteristics of particular person.

An important condition for the effective functioning of training groups is the ability to understand the principles of organizing this form of communication by its supervisor.

First of all, it is the implementation of the principle of voluntary participation, both in full-fledged training and in its individual lessons and exercises. The participant should be internally interested in changes in their personality during the work of the group. It should be borne in mind that when forced, personal changes are never formed.

Each participant must always adhere to the principle of organizing their own diagnostics. The content of the classes includes questions and exercises aimed at self-disclosure of participants.

Various sections of the training are presented in the form of a series of test procedures, during which participants receive the first information about themselves. Using this information, the participant can check it again during the training, and if necessary, they can also change it.

The principle of interrelationship in the style of dialogue is the core of the training. It is based on mutual respect of participants, compete trust in each other, the ability to recognize the presence of the interlocutor and listen to him. Dialogue involves equal and full-fledged interpersonal relationships throughout the entire period of working with the group [1].

The essence of the principle of uniformity of the composition of the group is that after the start of classes in training groups, new participants should not be accepted and participants attending classes should not leave until the full completion of the training.

The principle of compatibility of intellectual and emotional environments. On the one hand, the training will be characterized by a high emotional fever, participants will experience what is happening in the group with sincere pleasure. This helps them to share their thoughts openly, trust their parents, and build a moral relationship with each other. But on the one hand, the processes of intellectual analysis also increase the activity of discussing situations. And the main form of such intellectual activity is group discussion, which is practiced throughout the entire training period.

The principle of balance of convenience and discomfort. Its essence lies in the fact that the overall well - being in the group is comfortable, convenient, safe, and even fun. The software principle in training is convenience. However, in some cases, the participants should be uncomfortable. For example, during the execution of instruction.

The principle of isolation. The main requirement is that the participants are sure that no one is listening to them. If there is a need to use print media, it is carried out only with the consent of the group members.

The principle of representation. All phenomena studied and considered in the training must necessarily be depicted in drawings, metaphors and symbols.

The principle of free space. The environment in which the training will be conducted should be spacious enough for free movement of participants.

Loading principle. The duration of classes should be determined at the very beginning of the work. The practice of conducting socio - psychological training is based on the following conclusion: the greatest effectiveness is achieved in the process of working with large time blocks, that is, in the systematic use of active forms of training (the duration of one lesson is three to four hours or more). In school conditions, training groups are included in the school schedule.

The principle of orientation to the use of training results in the course of life. This principle is intended to help participants replace the experience gained in the course of practice. The training should have a practical significance [2]. Participants of the training should apply everything they have learned and studied in normal life. It is for this purpose that training sessions are organized and conducted.

By the end of the XX century, socio - psychological practice had accumulated a rich material for conducting various trainings. Without going into theoretical research, let's briefly describe the types of training that are currently used in various psychological schools and environments.

Training groups (training for the development of personality in the interpersonal space).

The basis for the emergence of this training is the well-known social psychologist Kurt Levin, who worked on the issues of group dynamics and social influence. He was the first to use the term "group dynamics".

The training groups took their initiative from laboratory training sessions conducted in 1945 under the guidance of Kurt Levin. In 1947, a national training laboratory was established in the United States. Training groups were one of the first of all group psychological work related to the concept of "socio-psychological training".

The goals of laboratory training usually consist of the following main aspects:
- development of self-awareness in the process of overcoming the boundaries of psychological protection and sincerity at the personal level;
- understand the conditions that make it difficult or easier to perform group activities;
- achieving interpersonal relationships in a group for effective interaction with others;

- mastering the ability to identify individual, group and organized problems.

Currently, there are many types of training groups in the world that also communicate with other areas of training.

The training groups themselves are divided into three main areas:

- general development of the individual (sensitivity groups);
- formation and research of interpersonal relationships;
- development through organization.

Due to the sufficient specialization of the training leader, in training groups, participants will be able to master the skills of valuable communication, experience in analyzing interpersonal relationships and group dynamics, better recognize the needs of themselves and others, increase the scope of their behavioral capabilities, be more prepared to solve life problems, realize a single self - assessment, and become very sensitive to the moods of other people.

Behavioral groups (Life Skills Training).

The behaviorist direction in psychotherapy received its own development from Pavlov's research related to the concepts of conditioned reflexes and Skinner's operant conditioning.

The essence of the behaviorist trend is that if a person accumulates his experience by learning, then it is necessary to free him from ineffective behavioral reactions and teach him to perform more inclined reactions.

The task of this direction is to teach participants the ability to solve certain problems and develop the ability to adapt to certain living conditions.

A characteristic method of conducting behavioral groups is Behavior training:

1) participants are shown a sample of self-sufficient behavior in a particular situation.

2) then the training phase is performed. Here, the participant tries a new type of behavior or a fragment of it. During the event, the host provides assistance to the participant and, if necessary, provides feedback, i.e. gives instructions.

3) at the end, the approval phase is performed, i.e. the positive reactions of the group for a successful attempt or the praise of the participant in the form of some kind of reward.

Groups of psychodrama orientation (training for solving personality problems).

The origin of psychodrama is closely related to the name of Jacobs Levi Moreno. In Group Psychotherapy, it is recognized as a more effective and productive course.

The essence of this method is the participation of group members (participants) under the guidance of the host in the production of performances using special techniques.

Stages of psychodrama passage:

1. Heating phase.

2. Psychodrama phase of action.

3. Integration phase, participants share their feelings and impressions.

D. Moreno called his proposed method of deep emotional surgery. The participants of the psychodrama create conditions for emotional impact on the stage, get rid of anxiety, overcome ineffective forms of behavior, improve their own creative and human atmosphere. In the course of role-playing games, participants will have the opportunity not only to re- "experience" their own experience, but also to be able to analyze their response feelings and reactions, try new patterns of behavior.

Gestalt-oriented groups (G-groups).

The founder of Group Gestalt therapy is Friedrich Perls. "Gestalt" is a German word that means organized as a whole. The main task of Gestalt therapy is to stimulate body processes and promote the development of participants' sense of their own "self".

According to the established order, the group leader works with a member of the group, who is in the center of the seat, and other members of the group actively participate in the study, supporting this participant and equalizing themselves.

It is very powerful and should be used with caution. Gestalt therapy helps to expand self-awareness; increase empathy; feel the depth of moods and the ability of others to understand themselves; increase the ability to enter into relationships; the transition of the individual from addition to autonomy and self-confidence.[3].

In order for the use of social and psychological trainings in schools and classes to be carried out more effectively, it is necessary to provide for a variety of conditions that contribute to the student's ability to demonstrate their own abilities.

The task of the training leader is to create conditions for the active of students participating in the training. It is this principle that presupposes the preparation of recommendations and programs on the methodology of using active forms of training with students in the classroom. The teacher or psychologist creates the necessary conditions for the successful conduct and implementation of training exercises, but only the children themselves need to participate and act.

Socio - psychological training is a specially organized form of communication, the psychological impact of which is based on active methods of group work. In the course of training, the problems of personal development are solved more effectively, and communication skills are successfully formed.

One of the main advantages of the training is that the person participating in it feels accepted himself by others and can accept others. He gains full trust in the group and, most importantly, is able to rely on others to express his thoughts and feelings, worries and doubts.

The main task of socio-psychological training is to help the participant show their own personality, and to do this, they need to learn to accept and recognize themselves. For the effective functioning of socio and psychological training groups, the head who organizes and conducts the lesson must know the general purpose of the training:

- personal development;
- raising social and psychological awareness of participants;
- formation of an active social orientation of participants;
- develop the ability to make meaningful changes in your life and the lives of others;
- development of the ability to recognize yourself and other people in a single and more complete way;
- correction of personal qualities and abilities, elimination of boundaries that hinder creative and productive activities;
- research and development of individual approaches to improve the effectiveness of interpersonal relationships.

Training is a group form of working with various categories (teachers, students, parents, families) in order to develop communication. The purpose of socio-psychological training is to develop social intelligence, professional pedagogical communication skills.

The effectiveness of the training can be attributed to the following:

1. Self-diagnosis:
A) obtaining accurate information about yourself;
B) determining how a person manifests himself in the eyes of others;
C) to determine how independent his ideal self is;
2. Diagnostics:
A) development of self-analysis;
B) develop the ability to classify feelings, express yourself clearly;
C) the ability to feel that the disclosure of one's own "self" is possible only in relationships with others;
3. Checking instructions for other people's videos;
A) develop the ability to understand the direction of another;
B) formation of sensitivity to nonverbal forms of their definition;
C) development of the ability to listen and understand others;
D) psychotherapeutic effect.

The group consists of teachers who are motivated to improve their own social intelligence. The upper number of group members is twenty-five people (mediotope), the lower number is seven to nine people (microgroup).

It is possible to identify the following main conditions for conducting classes in groups of social and psychological training:

1. people gather together in a closed environment;
2. they cannot leave the relationship (group members are placed face-tj-face in a circle);
3. the group does not have a pre-proposed step structure;
4. if the members of the group have not meet each other, the acquaintance may also not be carried out.
5. in the group there is a person (guide) who has group experience, knows the "rules of the game", knows the technique of expressing the feelings and opinions of the group members.
6. group classes should be conducted in a specially equipped environment with sufficient sound insulation.

Participants of the training group must adhere to the following principles of behavior in the group: each member of the group can say what he wants to say about each of them, each member can say aloud about what is happening in the group, about the group members "all thoughts that arise here and now".

The group training program consists of two parts. The first part is an introductory lecture on the problem of communication. Participants will get acquainted with the general concepts and mechanisms of group psychology, communication psychology. The second part is the training section. Its recommended duration is approximately sixty hours (the duration of 1 session is up to 1.5 hours).

During the lesson, exercises are performed aimed at developing social thinking and communicative skills.

1. Development of the ability to respond to the community situation
2. Formation of muscle contractions in the process of pedagogical activity
3. Improving the emotional and positive state of the teacher in the classroom.
4. Develop skills of relaxed attention, observation and stability
5. Develop simple communication skills
6. Rules of speech based on the tone of the voice
7. Defining and clarifying the communication system
8. Development of facial expressions and pantomimic
9. Figuratively convey information
10. Identification and solution of pedagogical tasks.

Classes in groups of social and psychological training are a leading way to develop the communicative abilities of teachers, in the course of which they improve their professional level [4].

As for the general conclusion, for the effective organization of trainings in group psychological work,

it is important, first of all, to have a clear understanding of the training, to be able to distinguish the types of them, to know the features and principles of their application and organization.

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