

## THE IMPORTANCE OF PSYCHOLOGICAL TRAINING IN THE DEVELOPMENT OF COMMUNICATION SKILLS AND PERSONAL QUALITIES

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**Abstract:** In this article, the author explains the significance of psychological training in the development of communication skills and personal qualities, highlighting the effectiveness of its broad application in experimental studies.

**Keywords:** communication, personality, training, knowledge, skills, abilities, self-development, psychological qualities.

Nowadays, formative psychological experiments are widely used in educational processes. In formative experiments, the broad application of psychological training is considered appropriate.

In our study, the training primarily consisted of a continuous sequence of games and exercises aimed at developing volitional and intellectual characteristics to teach individuals communication skills. During the training sessions, participants were involved in practical analyses of theoretical knowledge and concepts related to psychological phenomena, identified through general psychological experiments.

Through interpersonal interactions, individuals gain opportunities to understand themselves, cultivate personal development, and form a clearer and more accurate perception of their rights and freedoms. As they engage in more frequent communication with one another, their character traits gradually develop.

Additionally, traits such as commonality, similarity, and harmony in character are also cultivated. The primary goal of interpersonal interaction among students is to foster mutual understanding, leading to the development of volitional and intellectual qualities.

Socio-psychological training plays a critical role in the educational process. By organizing educational games and activities, it is possible to foster the development of students' volitional and intellectual traits, strengthen relationships between teachers and students, enhance learning, and stimulate intellectual activity and personal development.

Conducting such training sessions allows individuals to better understand one another, improve their communication culture, and resolve internal issues, thereby laying the groundwork for the development of volitional characteristics.

The success of psychological training requires active cooperation between teachers and students. As a result, participants develop their ability to emotionally and intellectually process both positive and negative experiences and recognize the importance of psychological defense mechanisms and character development. Furthermore, conducting meaningful activities during training strengthens students' intellectual abilities. Instructors, in addition to imparting knowledge, actively contribute to the formation of volitional and intellectual character traits in students.

In our research, we emphasized the use of debates and problem-solving methods within psychological training to ensure trust and scientific grounding. The pedagogical, psychological, and

social significance of this method lies in its ability to encourage individuals to express their viewpoints, foster initiative, business-mindedness, courage, self-control, communication skills, and intellectual potential to the fullest.

The objectives and important goals of these methods are as follows: a) To teach participants to analyze real-life situations, distinguish the essential from the non-essential through critical thinking, and calmly understand problems;

b) To create opportunities for recognizing the various aspects of an issue and understanding their essence;

c) To encourage attentive listening to others' opinions and develop critical thinking based on them;

d) To promote finding diverse alternative solutions to problems through patient and thoughtful deliberation.

Debates are especially important in solving problems that require volitional effort and intellectual reasoning. In such settings, the maturity levels and volitional character traits of the participants play a critical role. It is important to note that the individual organizing the debate must meet specific moral and ethical standards.

Debate participants must not be pressured; each individual should be allowed to express themselves freely and reason independently. Total conflict among opinions should be avoided, and conclusions or decisions should be left to the group itself. Positive group assessments of an individual's character traits significantly contribute to their active development.

This method can be effectively applied not only in pedagogical colleges but also in various educational institutions and community organizations involved in character development.

### "Beautiful Compliments" Game

#### Purpose:

To teach children to accept positivity, recognize their own positive qualities, and appreciate others positively.

The game begins with the following phrase: "I really like the ... in you." Each child says this phrase to every other participant. Similarly, other children also express compliments highlighting positive qualities in others. After the game, it is important to discuss the impressions and emotions experienced during the activity and to ask how the participants felt about giving and receiving compliments.

#### "Mirror" Game Purpose:

To foster self-respect in children.

The teacher gathers the children around and says: "You all probably have mirrors at home. Otherwise, how would you know what you look like or how your new clothes suit you? But what if you can't find a mirror? Today, let's play a mirror game. Pair up with a partner." (The teacher helps them pair up.)

Next, each pair decides who will be the "mirror" and who will be the "person." Typically, a person looks into a mirror while washing up, combing hair, dancing, or exercising. The child acting as the mirror must replicate these actions precisely.

The teacher says, "Are you ready? Let's start," demonstrating an example with a partner before inviting the children to play independently.

"Echo" Game Purpose:

To foster mutual respect among children. The children sit in a circle. The teacher says: "Have you ever heard an echo? It repeats a sound several times, becoming softer each time. Now, we will play the echo game. I will say a word loudly, the child next to me will repeat it more softly, and the next will do the same even more softly, and so on around the circle."

The game continues with each child loudly saying a word, which is then echoed by the others in sequence.

"Choose Your Partner" Game Purpose:

To develop quick-thinking and foster friendly relationships among children.

The children sit in a circle. The teacher says: "Now, you must find a partner without making any noise or drawing attention. For example, if I want to partner with Malika, I would quietly wink at her without anyone else noticing. Try to reach an agreement with your chosen partner. Has everyone paired up? Now, on the count of three, go stand next to your partner and hold hands," the teacher instructs.

If the pairing is unsuccessful at first, the game is repeated. The teacher must also ensure that children occasionally switch partners.

**Conclusion** It should be emphasized that psychological training positively contributes to the development of communication skills and personal qualities. It teaches students to apply their personal capabilities practically, find ways to adapt to different situations, refine existing skills, and motivates the development of new ones.

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