INNOVATIVE APPROACH TO CONDUCT TRAINING EXERCISES IN EDUCATION

Teshaeva Kamola Rajabobna
Bukhara City 13th General Secondary School Practicing Psychologist

Abstract:
The article discusses the relevance, theoretical and practical importance of effective formation of cognitive and behavioral characteristics of the student through the rational use of social-educational, psychological training, exercises and didactic games in classes in accordance with different age periods.

Keywords: Training, social-educational, psychological training.

Introduction

The field of psychology has evolved significantly over the past 10 years. Also, the training network has developed as separate areas of the field of psychology. The methodology of conducting training, which is developing as a science, is dedicated to clarifying the issues related to the order in which training is organized and conducted.

Training is an activity conducted through various games and exercises in order to create the skills and abilities necessary to solve problems that exist or may arise in a person.

Although different authors have presented different approaches to defining or explaining training, most of them have focused on the implementation of training activities through games and exercises and the formation of skills and competencies during the training process. Training is the management of human behavior and activities is a model reprogramming tool. Training is also necessary to increase the planned activity of the organization, to improve professional knowledge, to improve skills, or to modify attitudes and correct the social behavior of the community. The famous Russian psychologist G.A. Kovalev considers socio-psychological training to be a socio-didactic active direction. Social-psychological training is a set of activities conducted through debates, games and exercises in order to create knowledge and skills necessary to solve existing or emerging problems.

It should be noted that during this training, both solving problems and creating knowledge, skills and qualifications in this regard require the trainer to work with social psychology, personal psychology, and individual psychology. Therefore, such trainings in psychology are called socio-psychological trainings. It should be said that the most common form of training in the history of psychology is active social-psychological training. The purpose of these trainings is observed to be as follows:

- forming communication skills in a person;
- to learn to understand and analyze contradictions in life correctly;
- achieving a change in the internal state (psyche) of the person;
- creating skills necessary for personal development;
- forming the ability to make the right decision in emergency situations.

The following can be included in the tasks of psychological training:

70

- organization of group members getting to know each other;
- learning to follow norms together with group members;
- creating conditions for group members to talk about their problems;
- creating a friendly atmosphere among group members;
- raising the mood of group members;
- creating an atmosphere of sincerity among group members;
- ensuring mutual cohesion and harmony of group members;
- providing "feedback" of group members;
- organization of activities that can create various life skills and qualifications in group members.

Training stages:

I. • Forming a group

II. • Primary

III. • Carry out the work

IV.
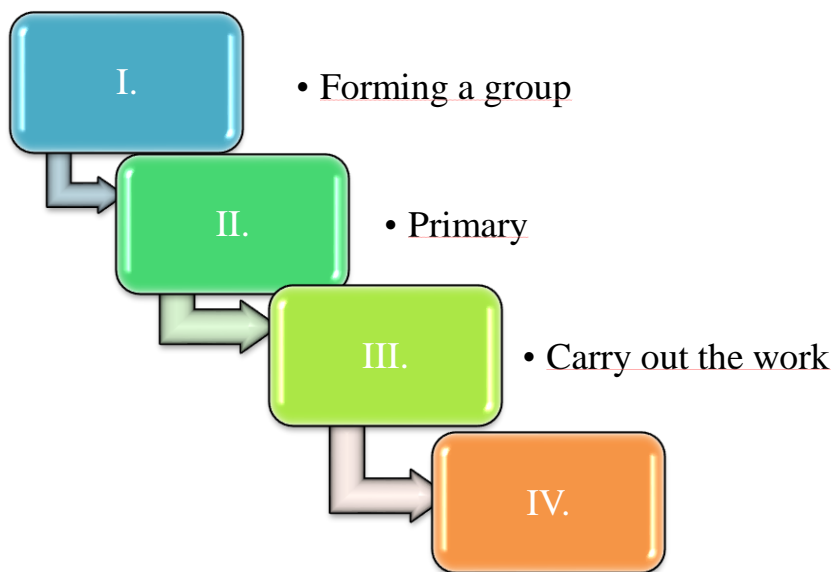
It is known that a child's successful study at school and his involvement in the educational process include all aspects of his personality's effective growth and development. During the beginning of primary education, a child can be characterized by the following individual socio-psychological characteristics:

- that the child has spatial balance;
- existence of self-consciousness "I";
- birth of an opportunity to effectively use the wealth of the native language in speech;
- able to adhere to national customs and rules of conduct;
- transaction map, acquisition of social status;
- the formation of national and universal virtue on the basis of mastering the game and other forms of activity;
- clear manifestation of individual-typological characteristics;
- attachment to school education from a child's point of view;
- discomfort with the study of group cooperation.
- These individual socio-psychological characteristics determine the level of the child's development and readiness to study at school. In fact, the first psychological preparation for school:

- the emergence of the first learning motives;
- sufficient development of the child's cognitive processes;
- the ability to adapt to a new social environment and the emergence of social cooperation features;
- spiritual and moral aspects;

It is explained by the growth of mental capabilities. Now, in order to effectively develop these aspects, it is appropriate to effectively use socio-educational, psychological trainings and exercises during didactic games. Social-educational psychological training and exercises for students:

- participating in a joint training exercise, being able to combine one's own interests with the interests of the team;
- to help each other and be happy with their success;
- formation of positive qualities such as honesty and truthfulness;
- development of cognitive activity;
- release from psychological (spiritual) tension, nervous tension;
- feeling of natural freedom;
- being able to establish mutual relations and communication within and outside of one's group;
- teaching others to understand oneself;
- learning about others and oneself;
- to provide self-assessment;
- understanding others and being able to perceive them;
- self-control in communication

helps the student's cognitive-intellectual development, first of all, by effectively forming the moral characteristics of the student, with the formation of such positive qualities. Verbal and non-verbal guidance and encouragement should be provided during the training.

Therefore, the successful conduct of the training and its effectiveness largely depend on the level of mutual understanding between the trainer (coach) and the participants (children). Thus, these trainings not only help children to understand existence correctly and use its opportunities widely, but also facilitate the formation of their subjective positive experiences due to the creation of suitable pedagogical and psychological favorable conditions. At the same time, the knowledge and skills needed to solve existing or emerging problems in a person serve to form skills.

References:

1. Gorbushina O.P. Psychological training. Secrecy proventiya. SPb.: Peter, 2007. - 176 p.: il. - (Series "Practicheskaya psychology").
2. Zakharov V.P., Khryashcheva N.Yu. Social and psychological training. L., 1990.
3. Praktikum po social-psychological training. Pod. red. B.D. Parygina. Saint Petersburg, 1994.
4. K.Alieva, F.Azimova "Training set". Tashkent 2020 80 p.
5. Ments. M. Van. Effective training with role-playing games. - SPb.: Peter, 2002. - 208 p.