

## PSYCHOCORRECTIONAL METHODS OF FORMING RELATIONSHIPS WITH CONFLICT ADOLESCENTS IN THE WORK OF SCHOOL PSYCHOLOGISTS

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### Annotation

This article discusses the specifics of interpersonal relationships during adolescence and the use of psychocorrectional methods in conflict situations between adolescents.

**Keywords:** Psychocorrection, method, behavior, individual, psychodiagnostic, educational, constructive, skill.

### Introduction

The issue of the effectiveness of school psychologists in the context of interpersonal conflicts between adolescents is one of the most complex issues, and the assessment of the effectiveness of psychocorrection requires a clear definition of its methods. The most important thing to consider when considering this aspect of the problem is that in practical work, a combination of several methods is usually applied at the same time. In this case, the method of psychocorrection can be expressed in itself only in general terms as a way to achieve the goal of psychocorrection.

Finally, it is difficult to assess the effectiveness of methods used for psychocorrection for the fact that the same method itself can give different results when used by different specialists. At the same time, not only the level of their professional skills, but also their personal qualities are important in the characterization of specialists. In the context of the effectiveness of psychocorrectional work, such a variety of conditions are studied that compliance with them increases the effectiveness of psychocorrection in general. It should be noted that there are many different conditions of effectiveness in the literature for different forms and methods of correction in connection with specific psychocorrectional issues.

Another approach to assessing the effectiveness of psychocorrectional work presented in the literature is related to the development of quantitative indicators of behavioral changes in participants in psychological correction.



Thus, the question of the effectiveness of psycho-correctional activities of school psychologists in the context of interpersonal conflicts between adolescents can be considered from different perspectives.

Before moving on to the definition of a qualitative criterion of psycho-correctional activity of a school psychologist in the context of interpersonal conflict between adolescents, it is necessary to point out the difficulties that arise in defining such criteria.

The main reason for the difficulty in assessing the effectiveness of psychocorrectional work is the lack of normativeness in psychological correction.

One of the factors complicating the assessment of the effectiveness of psycho-correctional work in conflict situations is that the correction itself is not aimed at resolving the conflict or its rapid resolution, but primarily at ensuring the personal development of the parties to the conflict. However, the principle of "personal achievement" is decisive here.

The factor of delay in results is also important in assessing the effectiveness of psychocorrectional activities, because it is known that in the case of effective psychological correction, the highest results are achieved only 6-7 months after the end of exposure.

Thus, we can understand that the criteria for assessing the effectiveness of corrective action in conflict situations are not limited to the frequency of conflicts, conflict resolution and conflict resolution statistics. The results of the correction, indicating the stability of the changes that occurred during the correction process, should be checked after the end of the process.

Experience in the prevention and management of interpersonal conflict between adolescents shows that real-occurring school conflict can be analyzed on several levels.

A) In terms of objective features of the organization of the educational process in the school;

B) Socio-psychological characteristics of the class, in terms of specific interpersonal relationships between participants;

V) In terms of age, sexual individual-psychological and personality traits of the participants;

Therefore, in the development of criteria for the effectiveness of corrective activities of school psychologists in the context of interpersonal conflicts between adolescents, we derive the following requirements that must be met:

1. To maximize the dynamics of the factors that cause conflicts of different nature, to characterize the changes in the level of their social adaptation to the individual-psychological characteristics of the participants in the psychocorrection process.

2. Criteria should allow to evaluate the effectiveness of psycho-correctional work both from the point of view of the objective dynamics of the factors causing the conflict, and from the point of view of the participants of the psycho-correction process.

The criteria for evaluating the effectiveness of psychocorrectional work should be sufficiently independent of each other.

Thus, the methods of studying the effectiveness of psychocorrectional work should allow to obtain quantitative indicators of the considered criteria, to record changes in the process of psychocorrection, to statistically analyze the results obtained using them.

The study of the dynamics of conflict-causing factors, which are important in terms of interpersonal conflict among adolescents in the educational process, based on the results of psycho-correctional measures, indicates a positive change in them, as well as a positive answer to the question of effectiveness.

The study of the effectiveness of psychocorrectional work conducted in different forms allowed to distinguish several groups of adolescents and class communities according to the results of psychocorrectional work.

The analysis of the effectiveness of psycho-correctional work organized in the form of joint activities of adolescents using objective methods of performance evaluation allowed to distinguish two groups of school classes:

1. Classes with significant dynamics of conflict factors of different nature (40% of the examined classes);
2. Classes with insignificant dynamics of conflict factors of different nature (60% of the examined classes);

However, the analysis of students' self-reports in both groups yielded almost identical results. "Has your class become friendly and pleasant to you?" 88% of students in the first group and 79% of students in the second group answered in the affirmative.

Surveys of teachers working in schools with psycho-correctional work showed a decrease in conflict behavior in adolescents, regardless of the dynamics of conflict-causing factors identified in the first and second cases as a result of objective methodologies (73% and 46%).



The psychocorrectional performance evaluation scale developed by us showed that the correction effectiveness in the first group of school classes differed statistically significantly from the correction effectiveness in the second group classes on the first, second and third criteria, while no significant differences were observed on the fourth and fifth criteria.

The analysis of the effectiveness of psychocorrectional work in the form of group correctional exercises allowed to distinguish three groups of adolescents. The first group included adolescents with significant dynamics of conflict-causing factors of a personal and socio-psychological nature (statistically significant changes). Adolescents with this figure were 61 percent. The second group included adolescents with insignificant dynamics of personality and socio-psychological factors that cause conflict (27.5% of the total number of participants in group training). The third group included adolescents who did not have the dynamics of conflict-causing factors according to the results of psychodiagnostic methods (11.5%).

In all three groups, self-report results show an increase in satisfaction with their social status (97% in the first group, 85% in the second and 62% in the third group). Almost all participants in the group sessions reported that they “began to understand themselves and those around them better”.

Teachers who participated in group sessions and worked with adolescents reported a decrease in conflict and aggression in these adolescents.

The application of the scale of assessment of the effectiveness of psychocorrectional work showed a statistically significant dynamics of the factors causing conflict on the third, fourth and fifth criteria in the first group of adolescents. In the second group of adolescents, statistically significant dynamics was observed on the sixth criterion. In the third group, no significant dynamics of conflict-causing factors was observed.

Evaluation of the effectiveness of psycho-correctional work in the form of participation of the school psychologist as a mediator in interpersonal conflicts allowed to see the statistically significant dynamics on the sixth criterion on the scale of effectiveness. No statistically significant dynamics was observed on the fifth criterion.

Thus, the analysis of the results shows that different forms and methods of organization of psycho-correctional work have different effectiveness of psycho-correctional influence on conflict-causing factors of different nature.



At the same time, it is clear that the simultaneous application of different forms of psychocorrectional work allows to achieve a significant corrective result, as it can have a corrective effect on almost all conflict-causing factors.

The latter situation once again emphasizes the need for the school psychologist to organize psycho-correctional work in a situation of interpersonal conflict between adolescents on the basis of a systematic, integrated approach.

Above we talked about the need for later diagnosis of psychocorrective outcomes. A psychodiagnostic examination of participants in a psychocorrection group three months after psychocorrection revealed a positive dynamics of personality and socio-psychological factors that caused the conflict, although not statistically significant. Similar results were obtained in the re-examination of participants in interpersonal conflict, in which the psychologist played the role of mediator. We derive from the idea that the general psychological model of activity is logically a model of individual activity. Simultaneously, psychocorrectional activity is a joint activity that is structured according to the rules of interpersonal interaction and behavior.

In this regard, we assume that a) general psychological (individual and joint activity) and special (including transactional analysis) methods can be used in the design and analysis of psychocorrectional model; b) their selection and application in a particular case is determined by the research task, its basic paradigm; c) It should be noted that research in this area still has broad prospects.

10. The psychocorrective approach to conflict prevention and control in adolescents involves their inclusion in a specially organized system of relationships, which forms an objective source for optimizing the process of personality development, develops various forms of subjectivity, an arsenal of conflict-free behavior and constructive resolution of interpersonal conflicts. expander, critically evaluate one's own behavior, create conditions for reconsidering one's attitude towards other people and oneself.

The potential of the psychologist's mediation activities is also reflected in the practical work of children and juvenile inspectors in our work.



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