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GAME THERAPY AS A FACTOR IN THE FORMATION OF ADOLESCENTS COMMUNICATION SKILLS

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ABSTRACT

The article examines game therapy as the concept of "communication skills", as a necessary condition for successful communication, and identifies tasks aimed at developing communicative competence. The corrective capabilities of play therapy as a factor in the development of skills necessary for effective communication in adolescence are also analyzed and, in this context, tasks for psychological support of adolescents are identified.

KEYWORDS

Communication skills, communicative competence, game, play therapy, adolescence.

Introduction

The dynamically developing world, the sociocultural and economic conditions of its existence. the expansion of the information space and

international cooperation in various industries place new demands on the competencies and abilities of the individual. These requirements are

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related also to the need develop to communicative competence in children in the context of their spiritual, professional and mental development.

Adolescence seems to be the most appropriate age for this purpose. On the one hand, a teenager undergoes a number of difficulties due to his age, on the other hand, the growth of self-awareness, the desire for social status, and the need for intimate and personal communication provide motivation to overcome difficulties in communication. These facts pose challenges for the development of communication skills.

This is suitable for introduction or relevance, if necessary.

One of the important conditions for effective communication is communicative competence, which includes certain communication skills (synonymous with communication abilities, skills. competence), which ensure higher productivity of any activity. The key ability is to correctly convey your thoughts to your interlocutor and adequately interpret the information received from him, argue your point of view, and take into account the opinions of your opponent. This point of view seems correct in the

E.A.Bystrova's research. E.I. context who consider Litnevskava. linguistic competencies, coupled with culture and oral speech, to be the basis for the formation of communication skills [com. comp]

According to V.M. Zhurakovskava communicative competence is basic for the development of other competencies. [zhur]

A.V. Mudrik defined the of concept "communicative skills of schoolchildren" "possession of a complex system of mental and practical actions necessary for the expedient regulation of activity using the subject's existing skills and abilities"[M]

Thus, the goal of psychological support for a teenager is "the development of constructive skills communication in a peer group. communicative reflection and observation: models of confident communicative behavior, mastery of individual ways of self-expression in communication" [C].

Game therapy provides an opportunity to realize these goals.

A game is an experimental platform for a person, which allows one to be free from stereotypes and

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patterns (self-awareness, the ability to change behavior patterns) [Bit, Azarova]. This definition fully meets the needs of teenagers who are striving.

Turning to L.S. Vygotsky, we see that they used the term "serious play" in relation to a teenager, when he tries out new models of behavior, "trying adult roles.[]kasvinov. V. Stern calls adolescent play a preliminary test of adult relationships, which is then transformed into responsible, serious activity.

Training activities and the role of outdoor games for teenagers are outlined in the works of M.R. Bityanova, O.S. Pogrebnoy, Ignatovich V.K.

Zakharov, pointing out the uniqueness of the game, emphasizes the importance of the "state" of the game, which causes intrigue and emotional involvement. V.A. Krutetsky offers the game as a way to get in touch with the future, calling it a kind of platform for realizing the leading needs of adolescence.

These theoretical provisions acquire practical significance in relation to adolescents, taking into account the characteristics of their emotional sphere, namely instability, affectivity combined

with the growth of self-awareness, the desire to assert themselves among peers and the desire for intimate and personal communication.

Analyzing the listed factors, we assume that the game form creates the following opportunities for teenagers:

- Interaction with peers
- Emotional self-expression
- Free space in the form of a play situation, which allows you to weaken defense mechanisms and shyness
- Through the game, soberly and with humor assess their shortcomings and advantages (which they rarely succeed in everyday life)
- Trusting relationships and the ability to express one's opinion without judgment (what teenagers strive for, but are afraid of in everyday life)
- Space for creative thinking, reflection, the opportunity to practice new methods of interaction, which will increase your self-esteem in your own eyes and among your peers.

account these provisions, a Taking into hypothesis arises that a training program in the

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form of play therapy is an effective method of developing the communication skills of adolescents.

The results of the ascertaining stage of the study showed that the communicative competence of most adolescents is at an average and low level. The "Test of Communication Skills by L. Mikhelson (translation and adaptation by Yu. Z. Gilbukh) was used." Communication skills were considered in connection with anxiety, the level of which was identified using the "Personal Anxiety Scale by A. Prikhozhan" technique. Control and experimental groups participated.

Based on the results, a training program was developed for an experimental group of adolescents, including exercises and games aimed at correcting shyness associated with anxiety, as well as developing communication skills.

The training program "The Mysterious World of Communication" consists of 15 blocks. Each of them is compiled with the aim of influencing a certain area of a teenager's personality: emotional, (World of Emotions), reflective (Journey to My Self), motivational (Treasure Island), interpersonal, Golden Bridge. In the "Arena of Winners" block, participants worked

with self-esteem; the game "3D" turned out to be interesting, where teenagers exaggerated their shortcomings, and then they had to "develop technologies" of optimal value. Also, taking into account the high rates of aggressive tendencies, in order to develop self-regulation skills, the block "If you control yourself, you control the world" was developed. The game "Test Your Boundaries" aroused strong emotions, while the game form and humorous subtext made it possible to direct the situation in a harmonious direction.

In the "Science of Communication" block, various communicative situations were modeled that required resourcefulness, developing the ability to express one's point of view, politely refuse, and the ability to listen to the interlocutor. For example, the game "Refuse Nicely" aroused resistance at first, then gradually the children used their imagination and actively took part. Each block consisted of a greeting, the main part developing skills, outdoor games and energizers, relaxation and reflection. At the last lesson, the "Golden Rules of Communication" were compiled.

Thus, the training contributed at a statistically significant level to improving the skills of responding to provoking behavior (Z=-3.069;

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p<0.05), asking a peer for a request (Z=--2.967; p<0.05) and saying "no" (Z=-2.840; p<0.05), providing sympathy and support (Z=-1.933;

p<0.05), as well as responding to an attempt to make contact (Z=-2.138; p<0.05).

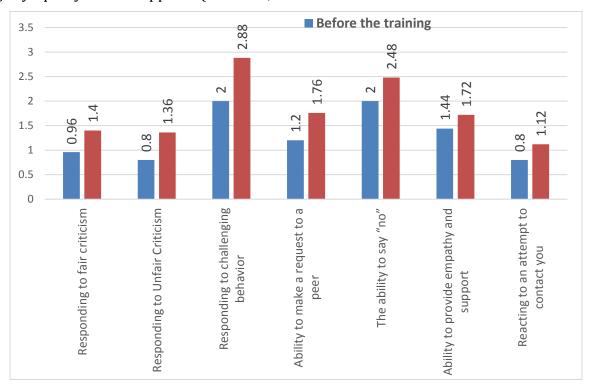


Fig.3.3.1. Indicators of communication skills before and after the training (based on arithmetic averages)

It seems important that collectively changes in communication skills led to an increase in indicators of competent behavior (Z=-3.650; p<0.05) and a decrease in indicators of dependent (Z=-3.234; p<0.05) and aggressive (Z=-2.427;p<0.05) behavior after training. In other words, the participants training became

independent, realized the need to observe etiquette in communication and aggressive actions towards other people. Figure 3.3.2 clearly reflects changes in indicators of competent, dependent and aggressive behavior before and after training.

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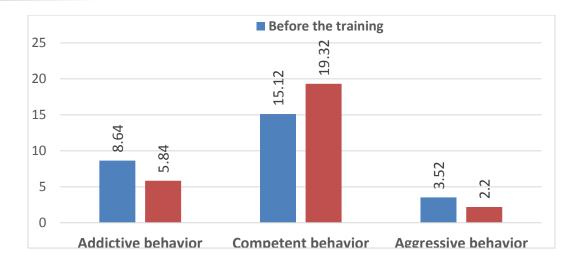


Fig.3.3.2. Indicators of types of behavior before and after training (based on arithmetic averages)

It was found that after the training, indicators of school (Z=-3.640; p<0.05), self-esteem (Z=-3.855; p<0.05), interpersonal (Z=-3.946, p<0.05), magical (Z=-3.072; p<0.05) and general (Z=-4.040; p<0.05) anxiety decreased after the

training (Fig. 3.3.3). In other words, indicators of school anxiety decreased in 17 participants, self-esteem anxiety - in interpersonal anxiety - in 20, magical anxiety - in 12, general anxiety - in 21 respondents

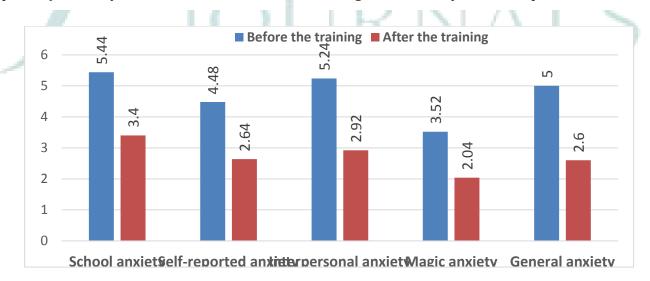


Fig.3.3.3. Anxiety indicators before and after the training (based on arithmetic averages)

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Thus, the developed game therapy program for the development of communication skills in adolescence turned out to be effective, which was manifested in an increase in indicators of communication skills and competent behavior, and a decrease in indicators of dependent, aggressive behavior and anxiety.

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