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ETHICAL NORMS AND SPIRITUAL RESPONSIBILITY OF A PSYCHOLOGIST-
TRAINER

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Abstract. This study provides information about the main stages of forming a culture of oratory in the ethical standards of a psychologist-trainer. Also, a psychologist-trainer, taking a responsible approach to organizing training sessions, gives instructions on organizing training sessions based on his pedagogical skills and psychological potential. Using methodological methods in organizing training sessions helps to increase the experience of a psychologist-trainer.

The trainer's oratory culture, the use of new programs in organizing training sessions ensure the usefulness of the training sessions. A psychologist-trainer, in turn, has an advantage in organizing psychological training sessions, as he has extensive experience and psychological potential.

Keywords: Psychologist-trainer, psychological training, public speaking culture, psychological approaches, trainer methods, psychological potential.

PSIXOLOG-TRENERING ODOB-AXLOQ NORMALARI VA MA'NAVIY
MAS'ULIYATLILIGI

Annotatsiya. Ushbu tadqiqotda psixolog trenerning odob-axloq normalarida notiqlik ma'daniyatini shakllantirishning asosiy bosqichlari haqida ma'lumotlar keltirib o'tiladi. Shuningdek, psixolog-trener trening tashkil qilishda mas'uliyat bilan yondashgan holda pedagogik mahoratidan va psixologik salohiyatidan kelib chiqqan holda treninglarni tashkil qilish bo'yicha ko'rsatmalar berib o'tiladi. Psixolog-trenerning treningni tashkil qilishda metodik usullardan foydalanish orqali tajribasini oshirishga yordam beradi. Treneri notiqlik ma'daniyati, trening tashkil qilishda yangi dasturlardan foydalanishi treningni foydali bo'lishini ta'minlaydi. Psixolog-trener o'z navbatida har taraflama tajribali va psixologik salohiyatli bo'lishi psixologik treninglarni tashkil qilishda ustunlik qiladi.

Kalit so'zlar: Psixolog-trener, psixologik trening, notiqlik ma'daniyati, psixologik yondashuvlar, trener metodlari, psixologik salohiyat.

ЭТИЧЕСКИЕ НОРМЫ И МОРАЛЬНАЯ ОТВЕТСТВЕННОСТЬ ПСИХОЛОГА-
ТРЕНЕРА

Аннотация. В данном исследовании представлена информация об основных этапах формирования культуры ораторского искусства в этических нормах психолога-тренера.

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Также психолог-тренер, ответственно подходя к организации тренингов, даёт указания по их проведению, исходя из своего педагогического мастерства и психологического потенциала. Использование методических приёмов в организации тренингов способствует повышению опыта психолога-тренера. Культура ораторского искусства тренера, использование новых программ в организации тренингов обеспечивает эффективность тренингов. Психолог-тренер, в свою очередь, имеет преимущество в организации психологических тренингов, так как обладает большим опытом и психологическим потенциалом.

Ключевые слова: Психолог-тренер, психологический тренинг, культура публичных выступлений, психологические подходы, тренерские методы, психологический потенциал.

Introduction

Public speaking skills are essential for psychologists because they must have the ability to effectively communicate complex psychological concepts, facilitate discussions, and engage with diverse audiences. The art of public speaking requires that psychology trainers be able to explain psychological theories, research, and practices in simple, understandable terms. This is especially important for audiences who are not familiar with psychological training. Keeping explanations concise and to the point helps to capture the audience's attention and retain key messages. The trainer should encourage audience participation through questions, discussions, or exercises. This not only captures attention, but also helps participants absorb concepts more effectively. It is essential for a psychology trainer to understand the emotional state and responses of their audience. Experienced psychotherapists can read minds and adjust their tone, body language, or psychological approach to make people feel comfortable and heard.

Psychotherapists should use open, positive body language, make eye contact, use hand gestures to emphasize ideas, and move through the space in the person's mind to be comfortable and engaging. For groups of students (group settings or collaborative teams), psychotherapist training methods include subtly adapting to the body language or energy level of the audience, which helps build rapport and trust. Psychotherapists can often use storytelling to connect theoretical concepts. Sharing personal experiences or case studies can humanize the topic and make it more applicable to real-life situations. Psychological concepts can be abstract, so using metaphors or analogies can help simplify and clarify ideas. A psychological coach must adapt his approach to the needs, interests, and level of understanding of his listeners. When organizing a psychological training, it is advisable to put forward the idea that turning a conversation into a monologue, making it similar to a lecture, will lead to a loss of the main points of the training.

Participants in psychological training should actively participate, which does not mean that the psychologist-trainer should always be silent. However, the trainer's speech should be short and concise. When the trainer is asked for information, the trainer cannot direct this question to the group. He can ask what the training participants think about it and find out the group's opinion.

Discussion (dialogue methodology) in this case is extremely effective, because the training participants remember this information better during the discussion than during the lecture. In the communication methodology, the main task of a psychological coach is to provide the client with advice and situations in which he can begin to analyze the data.

In most cases, during the practice of psychological training, the client's questions to the coach are mainly about himself. The client believes that if the psychologist-coach opens his mouth about this, he should be able to explain what it means, what did I do wrong, how should I behave in such situations, what advice do you give. In such cases, the coach is likely to start giving advice, and the coach believes that he is able to analyze such situations. But this is a trap, it is easier to fall into such a trap. If he really gets into such situations, the coach can imagine himself as a person who can figure it out. These situations are not analyzed in front of everyone, because the client may feel uncomfortable in front of everyone. After the discomfort, he asks the coach how he will behave in future situations and expects advice from him for his future life. In this case, psychological training can turn into public advice.

Even in such cases, training participants seek advice. Psychological training is a method aimed at helping participants master certain actions. In psychological training, the formation and motivation of positive attitudes towards new activities is a task for the trainer. Subjective attitudes can come in various forms. Attitudes can only arise in relation to objects that are necessary. In the emotional aspect, these states are influenced by feelings, desires, and in understanding the object, they acquire meaning, have value in the direction of the individual, are manifested as analysis in the management of behavior, and appear as a disposition towards the social environment. The training is designed to help participants acquire these qualities. For example, in professional pedagogical self-awareness training, the task of the psychologist is to teach participating teachers to reflect on their activities, they must be able to analyze their own behavior and the activities of students. The issue of forming client perception systems can be considered based on the professional skills of the psychologist-trainer. In these cases, we are not talking about the formation of concepts, but about the formation of a system of perceptions.

Training is not a lesson, there is no concept of deep knowledge acquisition in it. Here it is necessary to know the differences between knowledge and perceptions based on psychological approaches. In this case, perceptions do not occupy a central place, the analysis of human behavior is put in the lead. Perceptions can have a very strong influence on people's destinies.

The trainer sometimes has to make a lot of effort to help the participants change their perceptions. As for the training on professional pedagogical identity, teachers in these cases will have to radically reconsider their behavior. They are also required to change their pedagogical activities. The issue of forming psychological knowledge can be considered from the point of view of psychological potential and pedagogical skills. This is one of the most frequently repeated and necessary issues in training. In this case, by knowledge we understand the ability of a person to control his visible perceptions, which can be associated with certain specific situations and conditions. Psychological knowledge can be of three types: technological, strategic and dispositional. Technological knowledge is considered the ability to apply knowledge and skills in specific situations, while strategic knowledge is the creation of a psychological methodology from existing situations, and dispositional knowledge is the presence of subjective thoughts in relation to specific situations. This knowledge is very important in pedagogical activity. When teaching self-awareness in professional pedagogical skills, the psychologist-trainer should analyze this knowledge together with the participants, because we can see that most teachers do not have enough of this knowledge.

One of the serious problems of traditional education is the lack of attention to learning, and this knowledge is more often used in the training of psychologists. Although students who graduate from the Faculty of Psychology have a lot of theoretical knowledge, they are not capable of creative activity, cannot conduct scientific research, and cannot perform practically useful work. This is not because they lack creativity, but because a specialist who is faced with a problem, first of all, seeks to find a solution based on his knowledge, and if he cannot narrow this information, he begins to lose himself. No one has taught him to create modern methodological software technologies based on new psychological methods. Various pedagogical technologies and situations may arise.

Methodological problems associated with psychological training are primarily related to the ambiguity of the training goal. Many trainings are organized not on the basis of a specific diagnosis in advance, but with a general motivational approach. As a result, the psychological needs, psychotypes and levels of development of the participants are not taken into account.

Conclusion

This leads to adaptation problems, psychological resistance and low motivation during the training. The key to the effectiveness of psychological trainings is to work with a clearly goal-oriented, methodologically based and step-by-step planned work plan. Any training process is strengthened not only by interactivity and emotional impact, but also by deep theoretical knowledge, psychological sensitivity and methodological analysis. Identifying methodological problems in advance, developing the right ways to solve them, and adapting the design of training sessions to the needs and psychotypes of the participants are the most urgent tasks of modern psychological trainings today. Trainers should be not only knowledgeable, but also reflexive and flexible psychological leaders.

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