

ANALYSIS OF EMPIRICAL DATA OBTAINED FROM EXPERIMENTAL AND CONTROL OBJECTS

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Bekkulova Dilfuza Mannonovna

Abstract. This article is devoted to the development of a socio-psychological training program for adolescents, aimed at developing such qualities as involvement, empathy and social responsibility. The program, through socio-psychological approaches and practical exercises, increases the ability of adolescents to improve their interpersonal relationships and adapt to the social environment.

Keywords: Community relations, Self-awareness, Competence development, Motivation and participation, Development strategies, Personal qualities in adolescence, Social skills.

In today's era of increasing globalization, protecting the youth, who are the future of the country, from various ideological threats, comprehensively understanding what exactly these spiritual threats are aimed at, and teaching them to increase their sense of involvement without being indifferent to the events taking place around us, constitute the basis of targeted education and upbringing.

It can be seen that providing young people with not only ideological understanding, but also secular education is another pillar of not straying from the right path in the process of globalization. A country with a strong cognitive potential, intelligence, and most importantly, love for the homeland, will never fall prey to those who use this process for evil. Determining the qualities of a person's involvement in certain areas, as well as analyzing the factors affecting these qualities, is one of the current urgent problems.

This process needs to be taken seriously, especially during adolescence. Taking this into account, our research aimed to empirically study the qualities of involvement in adolescents and the socio-psychological factors affecting them, and

to analyze the results based on the criteria that were conditionally accepted. To achieve this goal, research methodologies were selected (detailed information on the use of these methodologies is given in Chapter 2).

Thus, by using each methodology, it is possible to obtain relevant empirical information about the opportunities associated with the qualities of involvement in adolescents.

In order to form the qualities of involvement in reforms in adolescents, socio-psychological trainings developed by us were conducted among schoolchildren studying in Tashkent, Namangan, and Andijan regions. In particular, 290 (150 boys, 140 girls) adolescents from schools in the Namangan region and 320 (170 boys, 150 girls) from the Andijan region were involved in our study. We studied them in 2 groups, namely experimental and control groups. The socio-psychological training program was conducted on the basis of psychocorrective exercises based on certain psychological principles, individual and group interviews. Now we will proceed to the analysis of the statistical data obtained after these socio-psychological training programs. These analyses were performed using the Student's t-test and the capabilities of the SPSS data processing program.

The psychotraining program designed to form the qualities of engagement in adolescents was organized among members of the same team. This indicates that it embodied important aspects of the formation of the qualities of engagement in adolescents. The psychotraining program serves not only the individual development of adolescents, but also the provision of collective and group cohesion, mutual respect and understanding, and the prevention of conflict situations. This is also confirmed by the indicators after the application of the psychotraining program in adolescent students studying at school. When using certain psychocorrection and psychotraining methods, after conducting a comparative analysis of the empirical results obtained from the experimental and control groups, processed on the basis of the SPSS.22 program, it was observed that the qualities of involvement in adolescents developed to a certain extent.

High statistical differences were observed in the individual typological qualities of our socio-psychological questionnaire "level of involvement", "level of control", and "level of risk". That is, in this case, the "level of involvement" quality (34.3 and 44.7 reliability level $R \leq 0.000$) showed positive results in adolescents. From this, we can see that adolescents are able to adhere to existing ethical principles and rules of conduct in interpersonal relationships organized in various forms of activity, and have formed the skills to correctly approach them.

A significant statistical difference was also observed in the next trait of involvement, the "level of control" (27.1 and 36.2, reliability level $R \leq 0.001$). This indicates that adolescents have the ability to properly manage their emotions and behavior, and to adequately assess themselves in various extreme situations that arise in different situations due to the development of self-regulation skills. We can see that the "level of risk" (13.1 and 16.1, reliability level $R \leq 0.005$), which is the last trait of involvement, has also been formed to a certain extent.

This means that adolescents' ability to express their opinions in group relationships and the ability to make decisions in a group have increased significantly compared to the results before the experiment. In the control groups, there was no difference in these traits of involvement. The scope of these analyses indicates the effectiveness of psychological training programs.

Now, in order to observe whether the comparative statistical indicators of the formation of "Personal Willingness Qualities" in adolescents of the experimental and control groups change under the influence of training sessions, that is, decrease, increase or remain unchanged, and to check the reliability of these indicators, we will analyze the results in Table 3.3 according to the Student criterion when extracting a statistical criterion of 95% reliability. According to the results of the study, the highest results were observed in the factors "courage" ($M_1=10.3$ and $M_2=14.8$, reliability level 0.00), "Responsibility" ($M_1=14.6$ and $M_2=19.0$, reliability level 0.00) and "determination" ($M_1=6.7$ and $M_2=13.5$, reliability level 0.00). This means that the formation of these factors affecting the

qualities of involvement in adolescents leads to the development of adequate attitudes towards the socio-psychological characteristics occurring in their environment.

After all, involvement is manifested under the influence of these socio-spiritual qualities. In the following places, a high statistical indicator of the level of reliability was observed in the factors of “resilience” (8.5 and 12.9, reliability level 0.03), “enthusiasm” (10.8 and 14.6, reliability level 0.04), “goal-seeking” (7.9 and 11.9, reliability level 0.04), “independence” (13.8 and 16.6, reliability level 0.05), “attention” (13.2 and 16.2, reliability level 0.05). Relatively lower statistical differences were observed in the factors “Initiative” (13.9 and 15.9, reliability level 0.06) and “attention” (13.2 and 16.2, reliability level 0.06).

In the control group, there were no differences in these factors. So, in order to form the qualities of initiative in adolescents, it is necessary to form their willpower qualities first. Because willpower qualities are considered one of the personality traits that manifest themselves in the process of overcoming difficult situations in a person. The formation of willpower qualities in adolescents is determined not only by their attitude towards things and events, but also by the desire for success, the prevention of failure, and the formation of moral attitudes.

In the control subjects, there were no significant differences between the indicators of the factors of willpower qualities of a person. In general, the implementation of psychoprophylactic and psychocorrectional work that positively affects the assertive qualities of adolescents by forming the above-mentioned volitional qualities serves to ensure the socio-psychological development of today's adolescents.

LIST OF LITERATURE

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