DEVELOPMENT AND PSYCHOLOGICAL JUSTIFICATION OF A TRAINING PROGRAM FOR THE DEVELOPMENT OF SOCIAL MATURITY AMONG UNIVERSITY STUDENTS

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Doi: https://doi.org/10.5281/zenodo.22873059

Abstract: The article describes the structure, content, and scientific-methodological justification of the author's socio-psychological training program aimed at developing the criteria of social maturity among university students. The program includes 9 modules (27 practical exercises and 9 mini-lectures, with each session lasting 120 minutes). The psychological rules of group work and the mechanisms of internalization of social values are considered.

Keywords: socio-psychological training, social maturity, personal responsibility, communicative tolerance, empathy, reflection, modular program.

Annotatsiya: Maqolada oliy ta'lim muassasalari talabalarining ijtimoiy yetuklik mezonlarini rivojlantirishga yo'naltirilgan mualliflik ijtimoiy-psixologik trening dasturining tuzilishi, mazmuni va ilmiy-metodik asoslanishi yoritilgan. Dastur 9 ta modulni (27 ta amaliy mashq va 9 ta mini-ma'ruza, har bir mashg'ulot davomiyligi — 120 daqiqa) o'z ichiga oladi. Guruhiy ishlarning psixologik qoidalari va ijtimoiy qadriyatlarni ichkilashtirish mexanizmlari ko'rib chiqilgan.

Kalit so'zlar: ijtimoiy-psixologik trening, ijtimoiy yetuklik, shaxsiy mas'uliyat, kommunikativ tolerantlik, empatiya, refleksiya, modulli dastur.

Аннотация: В статье описывается структура, содержание и научно-методическое обоснование авторской социально-психологической тренинговой программы, направленной на развитие критериев социальной зрелости студентов вузов. Программа включает 9 модулей (27 практических упражнений и 9 мини-лекций, продолжительность каждого занятия — 120 минут). Рассмотрены психологические правила групповой работы и механизмы интернационализации социальных ценностей.

Ключевые слова: Социально-психологический тренинг, социальная зрелость, личная ответственность, коммуникативная толерантность, эмпатия, рефлексия, модульная программа.

1. INTRODUCTION

The modern stage of higher education development is characterized by the necessity to train not only professionally competent specialists but also socially mature individuals who are capable of effective interaction within society, making responsible decisions, and adapting to changing social conditions. In this regard, the search for effective psychological technologies aimed at developing students' personal potential has become particularly relevant.

The activation of students' personal and professional potential requires the implementation of active methods of socio-psychological influence that contribute to the development of responsibility, communication skills, empathy, self-reflection, and constructive interaction. One of the most effective forms of such influence is socio-psychological training, which creates conditions for the active involvement of individuals in the process of self-knowledge and the formation of socially significant qualities.

Socio-psychological training is considered a specially organized form of group interaction aimed at developing individuals' psychological qualities through practical exercises, feedback, and reflective analysis of their own behavior. In the student environment, training contributes to the formation of social maturity, as it allows participants to model real-life situations, develop cooperation skills, and increase the level of social competence.

Thus, the development and approbation of an author-developed training program for the development of students' social maturity is an urgent task of modern educational and developmental psychology.

2. METHODS AND ORGANIZATION OF THE TRAINING

The development of the socio-psychological training program was carried out based on systemic, acmeological, and subject-activity approaches.

The systemic approach made it possible to consider social maturity as a complex psychological construct consisting of interconnected components: personal responsibility, communicative competence, empathy, tolerance, and reflexivity.

The acmeological approach was used to determine the conditions for students' achievement of personal and professional maturity, as well as to identify their internal resources and opportunities for self-development.

The subject-activity approach allowed considering students as active subjects of their own development, capable of consciously transforming their personal qualities through practical activities and interaction with other people.

The experimental part of the study involved **150 students** who constituted the experimental group. A socio-psychological training program was developed and implemented for the participants, consisting of **9 sessions, each lasting 120 minutes**. The sessions were conducted **twice a week**. To increase the effectiveness of group interaction, participants were divided into small groups of **8–10 people**.

The main methods used for implementing the program included:

- mini-lectures;
- group discussions;
- role-playing exercises;
- psychogymnastic activities;
- self-knowledge techniques;
- reflective exercises;
- feedback methods.

The structure of the program was aimed at the consistent development of the main criteria of social maturity: awareness of personal responsibility, formation of cooperation skills, development of tolerance, empathy, and the ability for reflective analysis.

The developed socio-psychological training program includes **9 interconnected modules**, each aimed at developing a specific component of students' social maturity.

Table 1.

Modular Structure of the Socio-Psychological Training Program for the Development of Social Maturity

Module No.	Mini-lecture Topics and Practical Exercises	Duration (minutes)
Module 1	**The concept of social maturity.** Exercises: "Group Rules", "Introduction", "Stress Reduction"	120 min
Module 2	**Manifestation of maturity during adolescence.** Exercises: "Self-Disclosure", "Magic Wand", "Self-Knowledge"	120 min
Module 3	**Components of social maturity.** Exercises: "You Are Still Great", "Fighting the Dragon", "Me and the Rainbow"	120 min
Module 4	**Professional motivation.** Exercises: "How to Understand a Close Person", "To Answer or Not to Answer", "Empathy"	120 min
Module 5	**Spiritual and moral responsibility.** Exercises: "Mirror", "Map of My Life", "Common Language"	120 min
Module 6	**Communicative tolerance.** Exercises: "Self-Disclosure-2", "Me in the Past, Present, and Future", "Pass the Object"	120 min
Module 7	**Communicative control.** Exercises: "Can We Listen?", "Me and Social Roles", "Self-Portrait"	120 min
Module 8	**Reflexivity.** Exercises: "Arrow", "Packing a Suitcase", "Gifts"	120 min
Module 9	**Developed empathy.** Exercises: "Identification of Emotions", "What Quality Is Being Discussed?", "Drawing of Social Maturity"	120 min

Each module included a theoretical part in the form of a mini-lecture and a practical part aimed at the active acquisition of psychological skills. The sequence of modules ensured the gradual development of social maturity: from the formation of group trust and self-awareness to the development of empathy, responsibility, and reflective abilities.

4. DISCUSSION

The effectiveness of the developed training program was ensured by observing the main psychological principles of group work.

During the implementation of the training sessions, the following principles were applied:

- **The "I" statement rule** – expressing one's own opinion through personal experience and feelings;
- **The principle of maximum sincerity** – creating an atmosphere of open interaction;
- **The "Here and Now" principle** – focusing participants' attention on current experiences and behavior;
- **The feedback rule** – developing the ability to accept and analyze the opinions of others;
- **Prohibition of direct personal evaluation** – reducing criticism and increasing psychological safety;
- **The "Stop" rule** – respecting participants' personal boundaries;

• **The principle of confidentiality** – ensuring a trusting and secure atmosphere.

The combination of mini-lectures and interactive exercises made it possible not only to provide participants with new knowledge but also to ensure its practical application through personal experience. Reflective tasks were of particular importance, as they contributed to participants' awareness of their own values, attitudes, and behavioral patterns.

During the training process, participants had the opportunity to analyze their own communication strategies, develop emotional sensitivity, increase their level of responsibility, and acquire skills for constructive interaction.

Thus, socio-psychological training serves as an effective tool for developing students' social maturity, as it integrates cognitive, emotional, and behavioral mechanisms of personal development.

The developed and approbated socio-psychological training program is an effective tool for the development of social maturity among students of higher educational institutions.

The program, consisting of **9 modules, 27 practical exercises, and 9 mini-lectures**, is aimed at developing such important personal qualities as personal responsibility, communicative tolerance, empathy, reflexivity, and the ability for social interaction.

The use of training technologies in the educational environment contributes to increasing students' level of self-awareness, developing cooperation skills, and forming readiness for professional and social activities.

The obtained results allow recommending this program for implementation in the practice of psychological services of higher educational institutions in order to improve students' social competence and personal maturity.

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