

The Role of Socio-psychological Training in the Development of Communication Skills of Customs Officers

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Abstract--- *The acquisition of communication skills and abilities is one of the factors ensuring the effectiveness of a particular activity. Communicative skills play an important role in preventing emotional barriers and stresses arising in professional activities. The article scientifically analyzes the psychological nature of professional communication between customs officers and the psychological factors that influence it. The importance of socio-psychological training in achieving the effectiveness of professional communication in the activities of customs officers and the acquisition of communication skills is disclosed.*

Keywords--- *Communication Process, Communication Barriers, Professional Activities, Communication between Customs Officers, Emotional Stress, Psychological Factors, Communication Skills, Social and Psychological Training.*

I. INTRODUCTION

Professional social, communicative skills and competencies are considered important in activities based on interpersonal cooperation.

In particular, customs officers need to have sufficiently developed communication skills and competencies. After all, every day they communicate with people of different nature, employees of various fields, and citizens of foreign countries.

During the study, the definitions of communicative competence in the works of domestic and foreign authors were studied.

Communication competency includes such sub-units as: communicative literacy, communicative abilities, communicative excellence, verbal communicative competence, speech competence, sociolinguistic competence, communicative skills, etc. [1].

According to K. Danziger, communicative competence is “the ability of a person to realize communicative functions in accordance with the conditions of the situation”. He notes that if communication partners do not have sufficient communicative skills, and experience some difficulties in the dialogue, but due to their inherent sociability, in order to achieve common goals in their activities, they may be interested in communication [2].

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II. THE MAIN RESULTS AND FINDINGS

In the modern world there are many types of trainings: the most popular and widely used trainings for the development of professional skills in sales, in oratory, trainings for building a successful team, body-oriented trainings, trainings for personal growth, etc. In an independent category, it is necessary to distinguish the so-called socio-psychological trainings, which are currently the most effective methods of teaching psychological skills in building interpersonal relationships in specially created small groups with the assistance of a leading psychologist.

In the group, with the help of a built-in system of psychological exercises and games, participants have the opportunity to see themselves from the side, their problems through the eyes of other people, it's safe for themselves to try on many new roles, acquire the necessary skills and communication skills.

Socio-psychological training (SPT) is more suitable than other types of practical training in the formation and development of communicative and personal skills. Because socio-psychological trainings are planned and organized in accordance with the conditions of professional activity and they use elements of practical situations more [4]

III. EXPERIMENT, MATERIALS AND METHODS

We have developed a program of socio-psychological training aimed at improving the efficiency of professional communication, which was carried out with the participation of customs officers who undergo training in the process of retraining and advanced training.

- Socio-psychological training pursues the following goals:
- Increasing the professional competence of participants;
- Achievement of active social and psychological positions of participants; increase psychological culture;
- development of socio-perceptual competence;
- Mastery of generalized diagnostic knowledge and skills by group members;
- The development of self-awareness in exchange for reducing psychological protective barriers and achieving the loss of an individual level in the process of communication, etc.

The total duration of the experiment was 1 month and it was attended by the "Research Group" (RG), consisting of 24 people from a group of inspectors and senior inspectors at border posts, training in the specialty "Retraining Courses for Border Post Inspectors". In addition, a control group of 24 people (CG) conducted final tests to evaluate the effectiveness of the psychological methodologies and exercises used during the study.

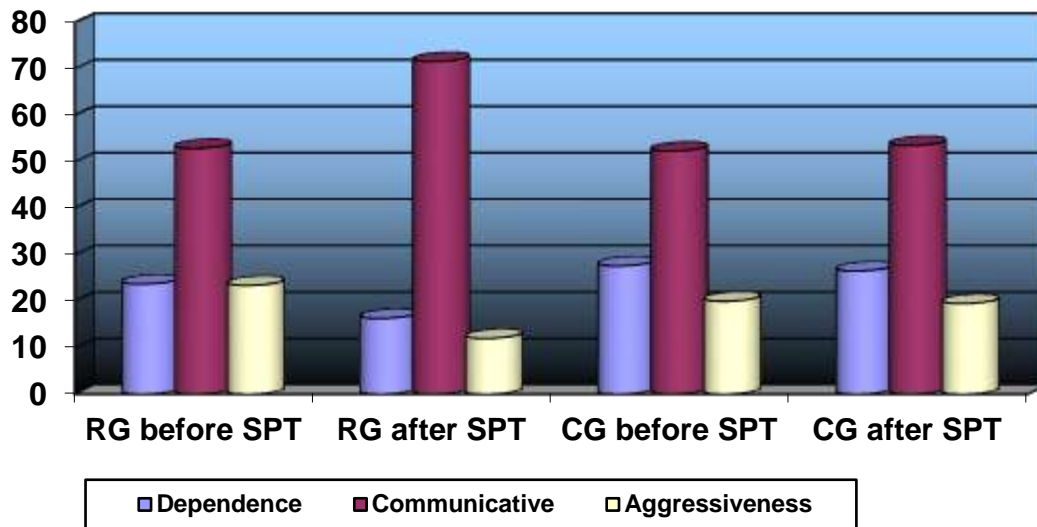
Formative research was carried out in 3 stages. At the first stage, control and research groups of participants were checked. At the main stage, a direct socio-psychological training was conducted with students included in the research group. At the final stage, the level of effectiveness of this experiment was studied.

Methods of self-control and self-assessment for measuring the characteristics and parameters of behavioral changes under the influence of SPT in the group, content analysis, "Mechelson's communication skills assessment test" (adaptation by Y. Z. Gilbukh, author translation). Participants completed self-assessment questionnaires before and after SPT. The time between measurements was 1 month.

At the first stage, a “Mechelson Communication Skills Assessment Test” was conducted. At the second stage, these tests were repeated and changes in the results of the SPT were detected.

The results obtained before and after SPT on the "Mechelson Communication Skills Assessment Test" in the research and control groups are as follows: (table: -1).

Table 1: Assessment Results of Communication Skills in Research and Control Groups



According to the analysis of the results, there were significant changes in the responses of the members of the research group after SPT.

In particular, the ability of research team members to receive and express the attention (praise) of others after SPT, respond to fair criticism, appeal to the interlocutor, reject the request of another, show sympathy and sympathy for others, positive, competent answers to questions posed in the communication skills blocks, show that their communication skills have improved significantly. In the control group, no significant changes were found.

To confirm the significance of the results obtained, the results were investigated using the Mann-Whitney U-test. The Mann-Whitney U criterion is the strongest analogue of Student's criterion for independent selection [5].

The empirical value of the Mann-Whitney U-test shows how similar the two lines of the measured property are. The lower the similarity, the greater the difference between the two rows. The main idea of this criterion is that all values of two samples are summarized in one ordered sequence.

In accordance with the results we are trying to confirm the following hypotheses: n_0 level of communicative competence of students participating in the study group, not higher than the level of communicative competence of students participating in the control group. n_1 , the level of communicative competence of students participating in the study group is higher than the level of communicative competence of students participating in the control group n_2 .

$$U_x = (n_1 \times n_2) + \frac{n_1 \times (n_1 + 1)}{2}$$

$$U_y = (n_1 \times n_2) + \frac{n_2 \times (n_2 + 1)}{2}$$

$$U_x + U_y = n_1 \times n_2$$

n_1 = x sample size;

n_2 = y sample size;

The sum of the levels of the attached rows of X and U selections.

The smallest values of U_x and U_y are taken as an empirical guide. The more differences, the smaller the U-empirical value [6].

To confirm the significance of the results obtained, the results were investigated using the Mann-Whitney U-test.

Table 2: Mean Statistical differences in group Results after Studies (The studied group $n_1 = 24$; The control group $n_2 = 24$)

Коммуникативные качества	The difference between the number of ranks in the combined row	The critical quantity indicator according to the Mann Whitney table	Уровень статистической значимости
Communicative	97	207 ($\rho = 0,05$) 174 ($\rho = 0,01$)	$U \leq \rho = 0,01$.
Dependence	151,5	207 ($\rho = 0,05$) 174 ($\rho = 0,01$)	$U \leq \rho = 0,01$
Aggressiveness	164,5	207 ($\rho = 0,05$) 174 ($\rho = 0,01$)	$U \leq \rho = 0,01$

Based on these statistical studies, the hypotheses put forward during the study, that is, the level of communicative competence of students participating in the research group, did not confirm that they are higher than the level of communicative competence of students participating in the control group. H1: it was confirmed that the level of communicative abilities of students in the main group was higher than the level of communicative abilities of students in the control group $U_x \geq r = 0,05$, $U_u \leq r = 0,01$.

This trend indicates an increase in the subjective significance of human personality traits for training participants. This, in turn, demonstrated that the training participants had the ability to more accurately assess the quality of the cognitive object compared to the control groups and the level of assessment before the SPT program.

Self-assessment questionnaires were checked using content-psychological analysis and content analysis. Many participants in the training talk about changes in their personal views, as well as the knowledge and skills listed during the SPT. The opinions of customs specialists who took part in the socio-psychological training about the training show that many participants left a deep positive impression of the training.

A training participant (TP.) describes his attitude to the training as follows: "This is the first time I've been in training, but the training helped me to discover in myself unknown qualities that I prefer to overcome my shortcomings, as well as many good qualities helped me see my sides. During the training, I learned to better recognize the people around me, objectively evaluate those qualities that I have never seen in them. "I learned to communicate with others, to express my views, without prejudice to their dignity".

Another participant (R.S.) wrote about the positive effect of training: "Honestly, I did not believe in a "psychological effect on a person," but I had to change my mind over the next month. Psychological preparation really helps people understand better. The fact that everyone has their own opinion, their own point of view on the solution of problems arising in different life situations, taught me to criticize my own point of view. "I think that the knowledge that I got here will help me in my future career".

Based on the results of socio-psychological training, the following conclusions were drawn: Based on mathematical and statistical studies, the research hypothesis was H1: the level of communicative abilities of students in the main group was higher than the level of communicative abilities of students in the control group $\geq \rho = 0,05$, $U_y \leq \rho = 0,01$.

It was also confirmed that the control group showed that the traits of the participants in communication were higher than the results of the participants who participated in the study group $U_x \geq r = 0,05$, $U_u \leq r = 0,01$.

In addition, as a result of the training, significant changes occurred in the hierarchy of categories used by customs officers to express the impressions of a stranger (external characteristics - appearance, expressions; internal personal characteristics - personal characteristics, communication skills).

It turned out that listeners tended to evaluate the personal qualities of the object of perception more ideally, differential and emotionally stable.

An analysis of the results shows that participants in socio-psychological training have the ability to better understand other people, analyze conflict situations, self-control and influence their attitude to others, as well as communication skills, express their views demonstrated a certain level of acquisition and justification skills. At the same time, the training participants gained knowledge about the treatment process. This knowledge and skills play an important role in the effective implementation of professional activities.

The professional behavior of workers and citizens crossing the border of the customs space under customs control is characterized by the unity of purpose and their full (or partial) compatibility with each other and the absence of conflicting goals.

However, the high level of time restrictions for customs officers, psychological tensions associated with the large volume of traffic at border checkpoints, and especially the actions of some individuals in violation of customs laws in exchange for material benefits, lead to serious conflicts in the communication process.

In such cases, the way out of the situation is that customs officers must master the tactics and strategy of communication, interpersonal skills and knowledge, as well as knowledge in this area.

IV. CONCLUSION

The analysis of theoretical and empirical data obtained on the topic of the study allowed us to draw the following scientific conclusions:

- Analysis of theoretical and methodological sources, research and psychological analysis of the customs system have confirmed the importance of the factor of personal psychological preparation in improving the efficiency of the customs system.
- The main content of professional behavior in the activities of customs officers is aimed at timely detection and prevention of violations, creating a situation of their interaction with objects of control, achieving effective communication in accordance with the changing conditions of the professional process.
- The psychological state that determines the specifics of the process of professional communication in the activities of customs officials is a condition that clearly defines the characteristics of the role positions of the parties to communication based on procedural legislation; short duration of communication, the need to have important information in a short period of time; high probability of conflict; high level of self-control among the participants in communication.
- In the event of difficulties affecting the professional behavior of customs officers, the special psychological characteristics of the activity arising on the basis of the requirements of society for this activity will also have a significant psychological effect.
- The effective use of social trainings, along with existing didactic methods and tools of psychological influence, helps to improve the quality of professional behavior of customs officers.
- The use of psychodrama, sensory and perceptual diagnostic training in the course of training aimed at developing effective professional skills and abilities of customs officers in accordance with customs practice will increase the communicative competence necessary in their professional activities.
- For the successful acquisition of knowledge and experience in the professional activities of future customs officers, the development of psychological preparation adapted to various situations in the field of customs and their use in the educational process will have a positive effect.

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