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DEVELOPING COMMUNICATION SKILLS OF HIGH SCHOOL STUDENTS AS A MEANS OF REDUCING PERSONAL AND SITUATIONAL ANXIETY

One of the leading indicators of a socially active personality is the ability to communicate with and interact with other people. In this connection, the process of interpersonal communication is increasingly complex, it is cognitive. It promotes the mainstreaming of interest in the problems of interaction with the individual in Ferry communication. Adolescence is one of the most difficult and interesting for studying the communicative abilities of the individual, because it is during adolescence that children already learn a lot of different literature and can theoretically master communication skills at a good level. In addition, communication at school with teachers, classmates, and parents at home – is a necessary component of a normal teenager's life. It is during adolescence that many conflicts arise that are difficult for adults to solve because adolescents sometimes do not tell the whole truth because they do not trust adults. The issue of trust between a teenager and an adult, a question of misunderstanding, is also quite complicated, since the philosophical conflict between parents and children has always been, at all times. It is vividly described in literary works of various times and in many psychological studies. [3, p. 34] Teenagers often do not allow adults in their personal life and to resolve disputed issues. It is often the case that adults do not have the opportunity to help the teenager because he does not allow it, but the fact is that adults can help the teenagers their way. By influencing the development of adolescents' communicative abilities. [2, p.36-37]

Significant contribution to the development of the problem of personality and communication in their deep relationship have been made as domestic (B. Ananiev, A. Bodalev, L. Vygotsky, A. Velikie, A. Leont'ev, A. Mudryk, V. Myasishchev, S. Rubinstein, I. Yusupov ect.), and foreign researchers (J. Bowlbi, J. S. Bruner, M. Hoffman, S. Kelley, T. Lipps, W. Skinner and R. Spitz).

Communicative abilities are individual and psychological personality traits that manifest themselves in communication, as well as the skills and skills of communication with the people on whom his success depends (R. Nemov). Summarizing the research A. Bodaleva, A. Leontyeva, V. Ryzhova, L. Thayer and others. [5] We have identified the following communication skills:

1. Strategic ability – the ability of the individual to understand the communicative situation and properly navigate it.
2. Tactical abilities – ensure the participation of the individual in communication.

The communicative personality traits that depend on temperament relate to the features of verbal and non-verbal interaction of a person with a person. Temperament is associated with such personality traits as vulnerability, emotionalism, impulsivity and anxiety (G. Aizenk, V. Voronin, L. Zhemchugova, A. Velyke, V. Nebilitsyn, I. Pavlov, K. Jung).

Anxiety as experiencing emotional discomfort of a premonition of danger is an expression of dissatisfaction important human needs in the current situational experience anxiety and consistently dominant in hypertrophied type with constant anxiety. Anxiety is a persistent personal formation that persists for a fairly long period of time. It has its own driving

force and constant forms of implementation in the behavior.

The emergence and acceleration of anxiety is associated with the failure to meet the leading age needs of the child, who become hypertrophied in [3]. Persistent personal education causes anxiety in adolescence due to its specific attitude to itself. Prior to that, it is a derivative of a wide range of property violations. Researchers share personal and situational (reactive) anxiety. Personal anxiety is the tendency to perceive virtually all situations as threatening and to respond to these situations in a state of intense anxiety. High personal anxiety can be the cause of neurotic conflict, emotional breakdown and psychosomatic illness. Situational (reactive) anxiety characterizes a person's condition at a given point in time, manifests tension, anxiety, can cause attention disorders, decreased performance, increased fatigue, and rapid exhaustion.

With our hypothesis, the communicative success of a teenager and the development of a teenager's communicative abilities depend, among other things, on the situation in the family and the level of anxiety.

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