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# GROUP PLAY THERAPY AS A METHOD OF PRESERVATION MENTAL HEALTH OF THE CHILD

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***Anatatsiya:*** In this article Thus, with the help of a specially organized process of interaction between children and adults, having clear goals, objectives and organization, which is based on joint play activities, we help the child to preserve and improve his mental health. The child learns reality and reproduces himself in it, using constructive forms of behavior, which, in turn, the queue helps him to cope effectively with the difficulties that arise, both normative for his age-related development and non-normative, and, accordingly, is the prevention of various mental and somatic health disorders.

***Keyword:*** child psychology, father-mother, mental health, research games, adolescence in children.

Based on the practical experience of psychological work with children, it is noted that recently the number of appeals to a child psychologist about the presence of various kinds of difficulties has increased 12 of an emotional and/or behavioral nature. One of the most common difficulties is a violation in the sphere of communication: the difficulty of establishing communicative contact with peers and adults, lack of clear boundaries of communication, inability to protect oneself in a conflict situation, difficulties in maintaining long-term friendships, difficulties of psychological adaptation during the transition to a new group , etc.

The listed difficulties, which are often addressed by parents, are most effectively amenable to correction with the help of group forms of work. Group play therapy combines elements of group therapy and a special way of interaction characteristic of individual group therapy, creating the basis for an "extremely dynamic psychotherapeutic intervention".

The children's group acts for the child primarily as a kind of model of the social environment surrounding him and a space for learning new experiences, creates motivation for change and supports it. In addition , in the space of group therapy, children are given the opportunity to build relationships that are impossible in individual work.

In a group, a child can identify with the coach and other members of the group. In our practical work, we give preference to joint play activities as an effective way of mastering reality, which allows us to master new social roles, experiment with boundaries, simulate various social conditions, enriches the behavioral repertoire.

The main goal of group play therapy with children is to preserve and improve the mental health of the child. In particular, the tasks of group work with children are:

- formation of the skill of decentering (as an aid in overcoming uncertainty, embarrassment, helplessness, sadness and rage);

- formation of the skill of self-reflection and reflection of relationships: to understand and appreciate one's own and others' behavior

and experiences - with the corresponding (behind them) mental and social background;

- development of self-confidence in their own effectiveness (efficiency);

- formation of skills to overcome conflicts (for example, to achieve one's own, taking into account the social context as a whole);

- the development of solidarity, the ability to cooperate among peers, i.e. relations involving mutual assistance.

Children's psychotherapeutic groups need a clear structure, which primarily concerns the size of the group, as well as the duration and frequency of classes. In our practice, we organize groups of 5-7 children, because in too large a group it is difficult to create and maintain a receiving environment that stimulates the growth and development of a child. 2-3 psychologists and an assistant work with one group at the same time, which allows you to achieve a higher concentration of attention 13 on each child individually and on the group process as a whole. The age difference in children belonging to the group usually does not exceed a year, while the psychological age is often more important than the chronological one.

In addition, when forming a group, we take into account its gender composition: the group is selected either same-sex or gender-balanced

(half boys, half girls). The duration of one lesson varies from 1 hour to one and a half hours, depending on the age of the participants, the frequency of meetings is 1-2 times a week. As for the total duration of group work, we note that the effectiveness of group counseling with children requires not less than 20 meetings. This is due to the need to allocate sufficient time to establish contact with each child and create an appropriate environment for the development of the group, for the natural process of personal growth, as well as for the completion of the psycho-correction process.

A number of methods and techniques for organizing game interaction in children's associations are defined by I.I. Frishman:

- simulation of game interaction;
- designing social formation;
- programming of gaming activities;
- reflection on the nature of game interaction;
- a variety of psychological and pedagogical techniques that expand the positive gaming experience;
- formation of the social and moral position of the participants of children's associations in interaction with the environment.

In play therapy, toys are considered as the words of the child, and the game is considered as his language, so it is necessary to be very careful when choosing toys and materials used for group work. So, the selected toys and materials should:

- Provide space for creative expression;
- Provide a wide range of expression of emotions;
- Arouse the child 's interest;
- Create the possibility of success without a prescribed

structure;

- Facilitate expressive and exploratory play.

Managing interpersonal relationships in children's groups is one of the most difficult tasks. It is in childhood that there is an active development of the system of social relations in the process of leading for each age period of activity. To achieve the maximum effect of group classes, the psychologist must create optimal conditions for the full-fledged personal development of each member of the children's group, namely:

- providing every child with opportunities for active participation in all types of joint activities in the group;

- getting a diverse experience of communication and interaction in the process of performing group tasks;
- the use of such norms and rules of communication and interaction in groups that put the interests of each child's personal development
first;
- recreating in the practical activities of children's groups the social reality that children, having grown up, will have to face;
- providing a safe space for each child individually and for the group as a whole;
- individual approach to each child, taking into account his strengths and
weaknesses;
- providing each child with feedback from the group in order to develop self-reflection skills and integrate the experience gained during each lesson;
- demonstration of constructive models of behavior of trainers among themselves and with children.

The effectiveness of group work with children is reduced without the establishment of a certain kind of restrictions. In a situation of permissiveness, children cannot feel safe. Limitations are one of the aspects of life experience, and the ability to maintain a clear framework for them is one of the most valuable acquisitions of a child in the process of group classes. In our practice, we set unconditional restrictions on:

1) actions that cause harm to any of the group members or a psychologist-coach;
2) violation of the time regulations;
3) damage to the game room;
4) socially unacceptable behavior and expression of feelings.

Some rules and restrictions, as well as sanctions for their violation, are invented by the children themselves and discussed and accepted by all members of the group. The establishment of restrictions in the process of group work with children pursues the following goals:

- ✓ Ensuring the guarantee of physical and emotional safety of children participating in the group.
- ✓ Development of children's ability to make decisions, manage behavior, develop a sense of responsibility.
- ✓ Linking gaming activities with reality.
- ✓ Allowing a child to express negative feelings without harming anyone and without fear of possible punishment.
- ✓ Preservation of professional, ethical and legal relations.

Restrictions are imposed as necessary, so as not to interfere with the process of self-expression and self-exploration of children. Kro- 15 moreover, the restrictions should be specific, not general, the psychologist is able to force the child to comply with these restrictions. Itis the firmness and predictability of the psychologist both in setting restrictions and in applying sanctions for their non-compliance that help children feel safe.

In place of the conclusion, we say that we are currently thus, with the help of a specially organized process of interaction between children and adults, having clear goals, objectives and organization, which is based on joint play activities, we help the child to preserve and improve his mental health. The child learns reality and reproduces himselfin it, using constructive forms of behavior, which, in turn, the queue helps him to cope effectively with the difficulties that arise, both normative for his age-related development and non-normative, and, accordingly, is the prevention of various mental and somatic health disorders.

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