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USE OF PSYCHODRAM AS AN ECOPSYCHOLOGICAL METHOD OF OVERCOMING BARRIERS OF INTERPERSONAL COMMUNICATION IN DISTANCE LEARNING

Recent research suggests that the need for communication is realized in today's youth with certain psychological difficulties due to communication barriers, which in turn may be exacerbated by distance learning and require environmental and effective methods of overcoming.

The article provides a theoretical analysis of the current state of the problem of barriers to interpersonal communication that arise in the context of distance learning. Interpersonal communication is an important and integral part of the life of each individual, barriers that may arise in the process - will significantly affect the emotional and psychological well-being of the individual.

Much attention is paid to distance learning, its features and specifics are analyzed. It is revealed how distance learning affects the psycho-emotional state of the student.

The article considers and analyzes such phenomena as virtual communication and Internet addiction. The peculiarities of partner choice and the specifics of building interpersonal interaction in the process of virtual communication are determined. Research into the phenomenon of Internet addiction has revealed its possible causes and the negative consequences it causes: neglect of family and friendly responsibilities, feelings of emptiness, depression, hiding the truth from family members, problems with learning.

The results of an experimental study of barriers to interpersonal communication, the dominant barrier and the extent of its impact on everyday communication are highlighted. The levels of Internet dependence of respondents were also studied. The results of the study of the levels of subjective experience of loneliness are demonstrated. Statistical data processing was performed in order to identify correlations between the studied phenomena.

The expediency of using the method of psychodrama as one of the most effective methods of overcoming barriers to interpersonal communication is proposed and substantiated. Psychodrama is a method of group psychotherapy, which consists in acting out by members of a psychotherapeutic group scenes from their lives, in which, in particular, conflict or traumatic situations can be reproduced.

Key words: *interpersonal communication, barriers to interpersonal communication, Internet addiction, loneliness, personality, environmental friendliness, psychodrama.*

Introduction. Interpersonal communication and interaction are essential parts of human life, an important prerequisite for psychological health and self-fulfillment, the basis of all activities and human relationships. The present of modern youth is characterized by a decrease in the quantity and quality of interpersonal interaction. Particularly acute is the problem of barriers to interpersonal communication for participants in the educational process, who are forced to accept the challenges of today and move to remote work.

In such conditions, the information and educational environment fills all spheres of life of young people. The transition to distance learning significantly complicates the process of adaptation to rapid and ever-changing living conditions. As a result, a significant number of young people can not effectively and efficiently build interpersonal interaction with others, as a result of which they may experience negative psycho-emotional states.

One of the most effective in working with barriers to interpersonal communication and the development of spontaneity, willingness to act in unforeseen circumstances is the method of psychotherapy and psychological counseling - psychodrama, developed by J. Moreno.

Psychodramatic techniques in dealing with the problems of barriers to interpersonal communication allow a person to develop the ability to successfully cope with today's challenges, not to give up new and unusual in life, to be spontaneous and creative in making their own decisions.

Psychodrama as a method, in contrast to long-term psychotherapeutic areas, allows you to quickly identify and change existing inappropriate and ineffective behavioral patterns that provoke barriers to communication, as well as develop new, productive ways to build and maintain interpersonal communication, especially in distance learning.

Purpose of the research: explore the features of barriers to interpersonal communication of students in distance learning and develop a program to overcome barriers to interpersonal communication using psychodrama techniques online.

The objectives of the research: to analyze the specifics and features of interpersonal communication in terms of distance learning; to study the psychological features of barriers to interpersonal communication in the context of distance learning; develop a program to overcome barriers to interpersonal communication in the context of distance learning using the methods of psychodrama.

Theoretical basis of the research. Peculiarities of interpersonal communication were studied in works of H. Andrieieva, B. Lomov, A. Bodalov, V. Kazmirenko, A. Petrovskiy, B. Paryhin, N. Chepeleva, L. Orban-Lembryk, A. Brudnyi, E. Bern, D. Maiers, M. Meskon, M. Albert, F. Hedouri etc.

Psychological aspects of distance education and design of distance development environments were studied by foreign (H. Bekker, V. Hasson, etc.) and native (Yu. Balashova, N. Bahdasarova, I. Bohdanov, I. Vasylyeva, Yu. Mashbyts, M. Smulson et al.) scientists.

Transformation of the method of psychodrama in the conditions of remote mode are engaged by C. Bingol, M. Gasso, S. Giacomucci, J. Shpirer, T. Komar, A. Kylyvnyk etc.

Psychological aspects of distance education and the use of information technology were studied by Yu. Balashova, N. Bahdasarova, I. Bohdanov, V. Demkin [1, 2, 6].

The design of remote development environments was studied in works of Yu. Mashbyts, M. Smulson, O. Stavytshyi etc. [7].

M. Smulson notes that «with adequate organization of student activities in the virtual educational space (distance learning) intellectual and personal self-development can be considered as its direct product: the subject designs the structure and characteristics of his intelligence, sets appropriate goals and reflects as opportunities environment, and the actual process of self-development» [9].

V. Demkin identifies a number of psychological principles that affect the quality of distance learning. He pays special attention to the need for detailed planning of educational activities, its organization, clear setting of goals and objectives of education. Students must understand the purpose of the courses offered. The author notes that the effectiveness of students' learning activities largely depends on the content of the material, which determines the structure and level of their cognitive interests - general or special [7].

It is becoming increasingly clear that the process of interaction of the individual with global information networks affects his psyche, limits it in interpersonal communication, deprives him of the opportunity to show spontaneity and creativity. That is why it is so important during distance learning to develop personal qualities that will help the student to overcome barriers to interpersonal communication and focus on their own strengths, providing the student with psychological comfort.

Modern American psychologists P. Watzlawick, J. Beavin, D. Jackson in the work «Pragmatics of Human Communications» identified the most important features of interpersonal communication [4]:

1. Inevitability of communication - everyone communicates, in case a person does not want to communicate with someone, yet he becomes a source of information for others, and thus, is included against his will in universal communication.

2. Necessity of communication - information messages in communication creates new mental states of those who perceive it, or even new situations.

3. Dual aspect of communication - a description of the real (or what is considered real) world understood by the participants of communication. At the same time, they describe the relationships between them: socio-role, psychological, spiritual, and so on.

4. Mutual adaptation of participants - coordination of verbal and nonverbal codes of communicators, which may differ significantly. It is not only about different languages, but also about the specific use of the language code of the idioethnic language (idiostyle) common to the speaker and listener, due to different social, age, gender, cultural and other factors.

5. Punctuation of events - the introduction of each of the participants in the communication of their vision of the sequence, order of events, causes and effects, incentives and reactions, and so on. All this can lead to various interpersonal conflicts. Scientists argue that the nature of relationships depends on the punctuation of communicative sequences between participants.

6. Symmetry or complementarity: symmetry is based on the principles of equality, recognition of each of the participants in the uniqueness of the other; complementarity is based on opposite principles: one of the participants dominates, the other is in the position of the dependent. All communicative exchanges are either symmetrical or complementary, depending on whether they are based on similarities or differences [4].

Given the above features of interpersonal communication, the study of changes in their specificity in terms of distance learning, namely the study of virtual communication and Internet addiction, is particularly noteworthy.

The study of the situation of communication using the global Internet is based on the theories of communication proposed by such psychologists as R. Nemov, A. Dobrovych, N. Asmus, O. Goroshko, O. Butorina. Virtual communication - indirect communication, based on the special need for contact with other subjects, but does not involve direct visual and physical contact with them. The concept of «virtual reality», in which virtual communication takes place, means that: «despite the similarities, even the naturalness of some simulated virtual realities, the virtual user still understands that the events of virtual reality unfold only within his consciousness, which does not exist in the physical sense. This provides a sense of security, distancing oneself from the events of virtual reality». Due to the fact that the partner in virtual communication is a priori invisible, the criterion of physical appearance ceases to play a dominant role and the emphasis is on the similarity of attitudes, beliefs and values. Such features of communication in a virtual environment are a prerequisite for the emergence of a sense of emotional closeness between communication partners, focusing on the spiritual world of the interlocutor.

In turn, the spiritual closeness and kinship of the virtual interlocutor, the reduced importance of the external factor, will significantly increase the need for such communication, and consequently increase its number. Unrestricted and unregulated virtual communication can lead to Internet addiction.

Research into computer addiction has been conducted since the early 1990s. However, the term «Internet addiction» was suggested by a psychologist I. Goldberg in 1995 to describe the pathological urge to use the Internet [10]. Diagnostic criteria for the disorder generally meet the DSM-IV criteria for non-chemical dependencies:

- 1) the use of a computer causes distress;
- 2) the use of a computer harms physical, psychological, interpersonal, family, economic or social status.

In another work, I. Goldberg characterizes the Internet - addiction as one that has a detrimental effect on domestic, educational, social, professional, family, financial or psychological spheres of activity. I. Goldberg tends to use the term «pathological computer use» (PCU).

M. Orzack identified psychological and physiological symptoms characteristic of PCU [12]. In particular, she attributed psychological well-being or euphoria at the computer, inability to stop, increasing the amount of time spent at the computer, neglect of family and friendly responsibilities, feelings of emptiness, depression, irritation outside the computer, hiding the truth from employers or family members about their computer activities, problems with work or study.

PCU is now used for a wider range of disorders, and the term «Internet addiction» is used to refer to the pathological use of computers to engage in social interactions.

Among the studies devoted to the analysis of the characteristics of the Internet environment as factors of Internet dependence, there are works A. Minakov, V. Burova, K. Joun.

A. Minakov sees the Internet as a new layer of reality, characterized by much less rigid barriers and restrictions and allows a much greater degree of freedom for its «inhabitants». Also its feature is mythological - the Internet resembles a fairy tale in which the «user» has supernatural abilities, in contrast to real life. These properties of the virtual environment contribute to a significant regression of users, which is the secret of its extreme attractiveness [8].

V. Burova considers the Internet - addiction as a means of escaping from reality, highlighting as its factors:

- the possibility of anonymous social interactions (here, a sense of security in the implementation of interactions, including the use of e-mail, chats, messengers, etc.);
- the ability to realize fantasies with feedback (including the ability to create new images of «I»; the realization of fantasies that can not be realized in the ordinary world, such as cybersex, role-playing games in chats, etc.);
- extremely great opportunity to find a new interlocutor that meets almost any criteria (it is important to note that there is no need to keep the attention of one interlocutor - because at any time you can find a new one);
- unrestricted access to information («information vampirism») (last on the list, as the danger of becoming addicted to the Internet lies in wait for those for whom computer networks are almost the only, and sometimes the only means to meet the need for communication).

K. Joung in the course of further search for potential explanations for the pathological use of the Internet, identified four main factors of the Internet - dependence, which were identified on the basis of content analysis [14]:

1) Social support. Despite the fact that communication remains usually textual, the exchange of words has a deep emotional color. Personal boundaries are very shaky, as the rules of good manners do not apply in cyberspace and at the first opportunity ask about age, marital status and other personal details. This allows you to very quickly move to close, intimate communication. Also, involvement in the virtual community due to its support and at the same time anonymity also allows you to discuss controversial topics - religion, sexual relations, etc. with less risk. At the same time, the growing distance between people increases the need for social acceptance and support that the virtual community can provide.

2) Sexual realization. K. Young identifies three basic causes of sexual Internet addiction: The availability of pornographic servers and communication rooms on sexual topics is an important part of the problem. Control - Virtual sex offers an anonymous environment that allows you to abandon everyday ways of sexual intercourse and try to reveal your hidden fantasies without fear of being punished. Arousal is related to the ability to freely explore human sexuality in cyberspace. The interactivity of virtual sex allows people to feel that others are noticing their sexuality.

3) Constructing identity. In reality, socio - economic status, gender, age and race play a role in constructing the identity on which interpersonal communication is based. In virtuality, all these parameters take a back seat, and all users become equal. As a result of the lack of social identity on-line, it becomes possible to create a virtual personality.

4) Detachment of personality. According to psychoanalytic theory, suppressed desires are contained in the unconscious and can manifest in dreams or reservations. Virtual reality, thanks to its anonymity and some similarities with the reality of dreams, opens a new space for their realization. Depressed parts of the psyche can manifest in different ways - the shy become impudent, and the passive and soft - aggressive.

A. Shaidulina considers Internet addiction as a new form of addictive behavior, citing some features of adolescents with Internet addiction: disharmony of the emotional sphere, manifested in the inability to clearly differentiate their feelings, the inability to spontaneously respond to them in communicative situations; tendency to social isolation [5].

In own research, E. Hubenko focuses on the difficulties of interpersonal communication Internet - addicts. It was found that addicts are characterized by a lower level of self-confidence and courage in social contacts [5].

That is, in the research of many authors, the Internet - addicts appear anxious, depressed, timid in social contacts; however, some researchers (J. Greenfield, M. Greffits, J. Suler) believe that their defining characteristics are a high level of abstract thinking, individualism, willingness to be satisfied with indirect contacts with others, not prone to conformism, they feel «pioneers» in «unknown territory». The ability to constantly replenish knowledge and learn new activities - the source of their self-esteem [cit. according to A. Voikusynskyi]. But at the same time it is accompanied by the emergence of concomitant problems in the form of anxiety, low levels of empathy, difficulty managing emotions, and others. Which, in turn, is the cause of communication barriers, and affects the daily interpersonal communication.

Developed by the American psychologist and psychiatrist J. Moreno, the method of psychodrama is one of the successful methods of adapting to new conditions and overcoming barriers to interpersonal communication. For J. Moreno, psychodrama was a real «temple of theater», which releases spontaneity, enriches and balances the role repertoire of the individual, explores and overcomes their own role conflicts [13].

According to the theory of J. Moreno, the individual strives for constant self-expression. And in this he is helped not by rational work, but by human play in different roles and realities. Psychodramatist believed that the «role» refers to all manifestations of life and has not only socio-psychological but also general psychological nature [13]. In the course of playing life situations, conditions are created for the spontaneous expression of feelings and experiences related to the most important issues for the individual, which contributes to catharsis and insight. Catharsis and insight, on the one hand, promote self-expression, release of feelings, on the other - their clarification, awareness and integration, based on which a new understanding of their situation, new adaptive mechanisms and behaviors, changes in personality [13]. That is why spontaneity and creativity, which are the main components of psychodrama, allow individuals to actualize already known patterns of behavior, overcome their stereotypes and as a result develop new ways to respond in situations of interpersonal communication and overcome possible barriers.

Psychodrama is a method of group psychotherapy, which consists in acting out by members of a psychotherapeutic group scenes from their lives, in which, in particular, conflict or traumatic situations can be reproduced. This feature of the psychodramatic method is especially important in the overcoming barriers to interpersonal communication, because such reproduction creates the possibility of free reaction in safe conditions, which will promote the development of a variety of behavioral reactions in safe conditions.

The undoubted advantage of this method is also other members of the psychodramatic group, who are always participants in the dramatic process and consciously or unconsciously make their subjective contribution to the process of self-knowledge of the individual. Particularly effective in the context of the development of the effectiveness of interpersonal communication is the game basis of psychodrama, the predominant focus on action and the significant role of physical movements. After all, the situation of uncertainty is often accompanied by the inability to express in words the essence and features of the problem, and spontaneous movements in this case - will help relieve emotional tension and see a way out. Establishing a trusting atmosphere, intensive use of non-verbal communication opens the possibility of spontaneous self-expression in the group, which will promote self-confidence, willingness to use new ways to respond to life situations, which is so important in overcoming barriers to interpersonal communication.

Experimental part.

Prerequisite for a psychodramatic act is warm-up, action, sharing. Conducting online training requires the transformation of traditional ways of working and special skills of the trainer. Features of the stages of psychodrama adapted to the remote mode are presented below.

Warming up. The first and integral stage of psychodramatic action is warming up. There are a large number of methods and techniques of heating, below we will consider only some of them:

Locogram - participants tell where they are in the world now, where they would like to move, why, and what message (messages) from there they would send home.

Axiogram - a group is given a topic or opinion to discuss, participants express their views and take positions «for» or «against», then participants must take the opposite position to the one they chose, ie take a position «against» their own opinion and «for» the opposite opinion, and must defend and argue with this role.

Sociometry - to distribute and «build» group members according to height, eye color, date of birth, etc.

Re-waving - the group is asked a question and discussed, after the arguments of other participants, you can change your opinion and role.

Sociogram - the construction of the social atom (classical, collective, psychological, fantasy, etc., to build in terms of distance learning, you can use toys, objects or drawings).

Genosociogram - the genosociogram of each of the members of the psychodramatic group is built and discussed.

If the participant or participants can not say something, you can build a group sculpture, or choose a protagonist.

In the conditions of distance learning, the function of dividing the group members into individual halls is especially appropriate for the use of warm-up, where they will be able to reflect on their own psychological states and experiences in psychologically comfortable conditions.

Action. At this stage of the work, the first task for the coach is to create a special psychological space - a stage on which all subsequent staging of the protagonist will unfold. In remote mode, this is possible by turning off the sound and camera to all present, except the protagonist and the participants who play roles in the psychodramatic act. In addition, after entering roles, participants can change the caption of their real name to the role they play. Thus, an action will take place on the screen in which all the attention of the coach, participants and the protagonist will be focused on what is happening here and now with each role, without being distracted by other sounds and movements.

It is known that psychodrama is an active and physical form of therapy in which a special place is given to touch. Therefore, traditionally, group members are allowed to approach, touch or hug the protagonist as needed. Because this procedure is limited to the screen monitor, the protagonist and other members of the group can use additional means blankets, toys, scarves, etc. to create an atmosphere of presence of others, trust and satisfaction of the need for tact.

Sharing. At this stage of work, an effective and efficient way is to use the rule of the raised hand, which is implemented by attaching to your image a special icon - the palm (ZOOM) and signals the desire to speak. Thanks to this, the participants do not interrupt each other and do not create unnecessary noise, the priority in the desire to speak remains. It is also worth noting that at the time of discussion of psychodramatic action, participants may have spontaneous reflections, which they can write in the chat.

In accordance with the set goal and defined tasks, we conducted an empirical study of barriers to interpersonal communication between students in distance learning.

The study involved 37 first-year students majoring in «Psychology» in the age range from 16 to 18 years.

Data were collected both in person and remotely. In all cases, specially designed tools based on Google - documents (forms, tables, scripts) and HTML.

The obtained data were processed using the Excel spreadsheet application (MS Office 2016) and the SPSS statistical package (version 23). Excel (MS Office 2016) was used to visualize the results.

Analysis of available diagnostic methods that would meet the goals and objectives of our study, allowed us to choose different diagnostic resources. In the course of the research we used the following methods: 1) «S. Chen Internet addiction scale CIAS» (adapted by V. Malygin, K. Feklisova, 2011); 2) Method of diagnosing «obstacles» in establishing emotional contacts (V. Boyko); 3) «Scale of subjective experience of loneliness (SEL)».

Results and discussion.

Using the method «Chen Internet Addiction Scale, CIAS)», we determined the degree of Internet addiction, this method makes it possible to determine one of the following stages of Internet addiction: minimal risk of Internet addiction, the tendency to form an Internet addiction; formed and stable Internet dependence. The results of the study are presented in Fig. 1:

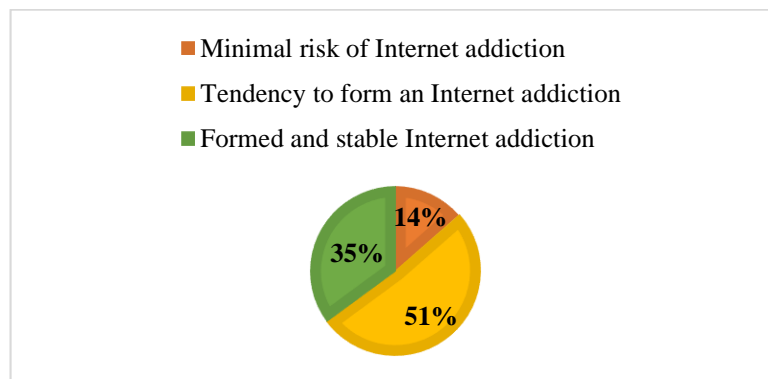


Fig. 1 - Degrees of the Internet - dependence on the method Chen Internet Addiction Scale, CIAS).

Analyzing Fig. 1, we can conclude that 14% of respondents have a minimal risk of Internet addiction, 35% have a tendency to form Internet addiction, and more than a third of respondents (35%) have formed and persistent Internet addiction. The obtained results can be explained by the introduction of quarantine restrictions and the introduction of distance learning, ie legalized almost round-the-clock stay of respondents on the Internet.

The next step was to study the severity of emotional barriers and their impact on interpersonal communication, the results of which are presented in Fig. 2:

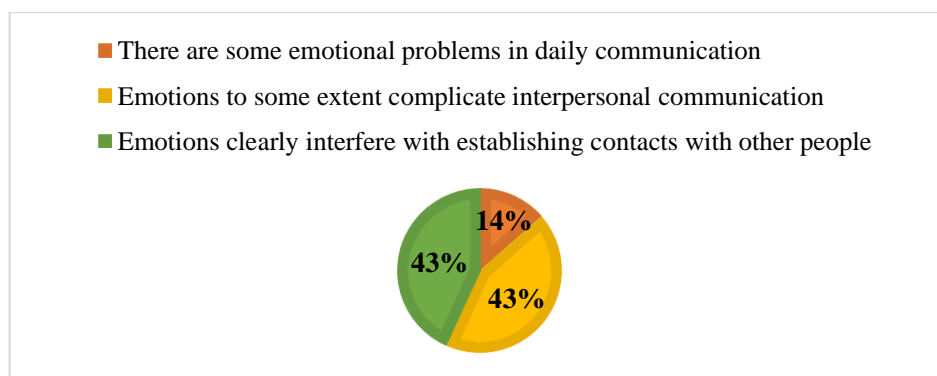


Fig. 2 - Expression of emotional barriers (V. Boyko).

We aimed to determine the level of expression and prevention of emotional barriers to daily communication. Fig. 2 shows that 14% of respondents have some emotional problems in daily communication, to some extent emotions complicate communication 43% of respondents, and clearly hinder the establishment of contacts with other people 43% of respondents.

To be able to analyze in detail the features of emotional barriers, we needed to determine the severity of the dominant emotional barrier at the group level (inability to manage emotions, inadequacy of emotions, inflexibility of emotions, dominance of negative emotions, reluctance to get closer to people). The results are shown in Fig. 3.

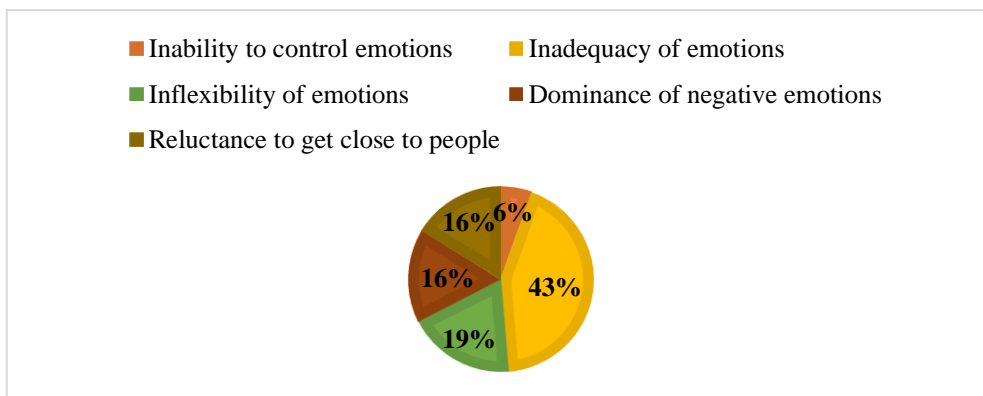


Fig. 3 - Dominant emotional barrier (V. Boyko).

Analyzing the results of Fig. 3, we can conclude that the predominant emotional barrier in the subjects was the barrier of inadequacy of emotions (was most pronounced in 43% of respondents), and the least pronounced - the barrier of inability to control their emotions (6% of respondents). The remaining barriers are present at a high level in a relatively equal sample size (19%, 16% and 16% respectively). The results can be explained by the fact that as a result of reducing the number of real student interactions, distance learning, communication via the Internet and negative psycho-emotional states that arise as a result, respondents have reduced levels of communication skills related to emotional communication and interaction.

And the last method we used was the «Scale of subjective experience of loneliness (SEL)», which aimed to identify the level of loneliness of respondents caused by difficulties in interpersonal communication, the results are presented in Fig. 4:

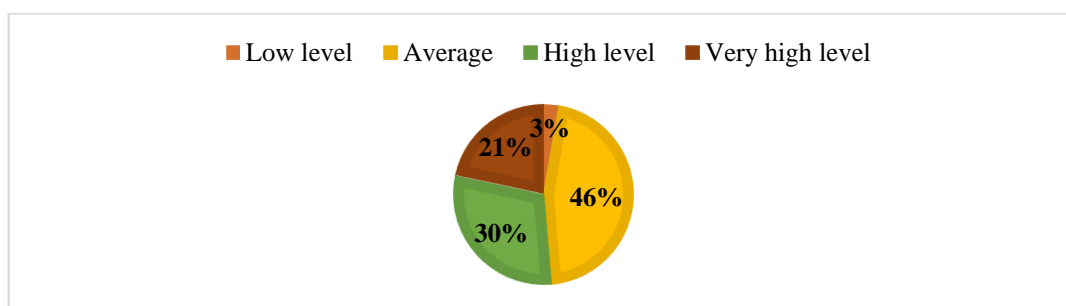


Fig. 4 - The level of experience of loneliness of respondents.

The data presented in Fig. 4 show that only 3% of respondents have a low level of subjective experience of loneliness, 46% of respondents experience loneliness at a medium level. It is worrying that 51% of respondents experience loneliness at a high level, with 21% of them experiencing a very high level. A very high level of loneliness indicates significant emotional discomfort. People with such assessments may have a complex of inferiority, they are most likely dissatisfied with themselves and their situation, deprived of trust in others and hope for the future. In our opinion, one of the reasons for such a high level of loneliness is distance learning, limited real live communication, and the phenomena caused by it - the presence of emotional barriers to communication and Internet addiction, with the peculiarities of virtual communication.

To confirm our assumptions, we performed a statistical analysis (Pearson correlation coefficient) of our data. The identified correlations are presented in Tab.1.

Tab. 1 - Correlation analysis of the obtained data.

	Indicator of Internet addiction	Scale of emotional problems	Scale of loneliness
Inability to control emotions	-0,325*	0,003	-0,347*
Reluctance to get close to people	0,389*	0,527**	0,454**
Scale of loneliness	0,162	0,583**	1
Scale of emotional problems	0,145	1	0,583**
Inflexibility of emotions	0,154	0,437**	0,564**

Analyzing the tabular data, we can say that there is a correlation between Internet addiction, emotional barriers to communication and loneliness.

This can be explained by the fact that on the one hand in the subjects may be afraid of close emotional relationships, with a fundamental need to satisfy them, which in turn can be realized through the Internet - communication. At the same time, on the other hand, the habit of communicating via the Internet can cause difficulties in real communication: growing anxiety about possible failures, the tendency to idealize a potential partner, ie to create problems of emotional intimacy. In addition, these problems may manifest themselves at the level of communication difficulties associated with inadequate interpretation of nonverbal communication signals, decreased empathy and communicative competence.

Taking into account the objectives of our study and taking into account the results of the observational experiment, we have developed training program to overcome emotional barriers to interpersonal communication in distance learning.

The overall goal of our socio-psychological training is to expand the opportunities for real interpersonal interaction and communication between participants and mastering their own life situation in the conditions of distance learning. According to the purpose of the training there are 4 stages of work.

At the first stage, we propose to focus efforts on understanding the current problem situation and what and how it prevents them. It is about understanding what barriers to communication, interpersonal interaction and its place in the life and work of modern man. At the second stage, work was carried out to acquire skills and abilities to establish and form interpersonal contacts in the conditions of distance learning. At the third stage, the main task is to reflect on the current situation of one's own life. In the fourth stage, based on the acquired ideas about the features of emotional barriers to communication, there is an increase in interpersonal interaction, awareness and development of skills and abilities to deal with their own experiences of risks and dangers, stress, destructive and constructive ways and strategies of distance learning.

The implementation of the main components of the above training units is carried out using the following psychodramatic techniques: monologue, dubbing, role exchange, self-presentation technique, mirror, side remarks, empty chair technique, step into the future technique.

Conclusions

The theoretical analysis of issue of barriers to interpersonal communication allows us to conclude that distance learning in a way affects the peculiarity of interpersonal communication. The correlation between Internet addiction and the difficulties of communication in adolescence is manifested in the fact that on the one hand, communication barriers, difficulties in understanding their own emotions and emotional states of communication generate interest in alternative virtual communication. On the other hand, virtual communication leads to a decrease in communicative practice in real communication, and thus - a decrease in communicative competence of young people.

Since the method of psychodrama is successfully used for personal self-knowledge and as a means of personal growth and development in various spheres of personal life, it will be especially effective in increasing the communicative competence of students. It will help increase resilience, overcome internal conflicts, develop spontaneity and flexibility in building interpersonal interactions. Work in a psychodramatic group can be based both on real, ie those that have already taken place, and on imaginary, those that can happen, situations; this feature of this psychotherapeutic method will allow to test, and as a consequence - to expand the set of behavioral strategies in the process of interpersonal communication. In psychodramatic action it is possible to dive into the past and travel into the future, modeling dreams and researching dreams.

The prospect of further research is a more detailed study and study of the impact of distance learning and virtual communication on the peculiarities of interpersonal interaction at different age stages, taking into account gender characteristics and testing of psychocorrective means to improve the effectiveness of interpersonal interaction online psychodrama.

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