



Modern Approach To Organization Of Psychological Services In The Education System

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Annotation: This article discusses the reforms in the education system, the work carried out through them, the types of psychological services, as well as the goals and objectives. The development of school education, which is considered the first stage of education in the Republic of Uzbekistan, has been one of the priority tasks of state policy. At the same time, large-scale reforms are being implemented in our country aimed at radically improving the school education system, establishing various forms of preschool educational organizations, providing them with highly qualified, modern-minded educators and specialists, improving the quality of school education, and introducing advanced foreign experiences into the educational process.

Keywords: school education, psychological service, psychological advocacy, psychological prevention, psychological counseling, psychological and pedagogical consultation, diagnostic and correctional work.

Ta'lim Tizimida Psixologik Xizmatni Tashkil Etishga Zamonaviy Yondashuv

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Annotatsiya: Ushbu maqolada ta'lim tizimidagi islohotlar, ular orqali amalga oshirilayotgan ishlar, psixologik xizmat ko'rsatishning turlari hamda maqsad, vazifalari yoritib berilgan. O'zbekiston Respublikasida ta'limning birinchi bosqichi hisoblanmish, maktab ta'limni rivojlantirish davlat siyosatining ustuvor vazifalaridan bo'lib kelmoqda. Shu bilan birga, mamlakatimizda maktab ta'lim tizimini tubdan takomillashtirish, turli shakldagi maktabgacha ta'lim



tashkilotlarini barpo etish, ularni yuqori malakali, zamonaviy fikrlaydigan tarbiyachilar va mutaxassislar bilan ta'minlash, maktab ta'lim sifatini oshirish, ta'lim-tarbiya jarayoniga ilg'or xorijiy tajribalarni joriy etishga qaratilgan keng ko'lamli islohotlari amalga oshirilmoqda.

Kalit so'zlar: maktab ta'lim, psixologik xizmat, psixologik tashviqot, psixologik profilaktika, psixologik maslahat, psixologik-pedagogik konsilium, diagnostikkorreksion ishlar.

Introduction

The issue of understanding, analyzing, and paying serious attention to the development of human psychology has always been one of the leading tasks of socio-economic development in all times and in all countries. At the turn of the 20th century, the science of psychology and its advanced representatives were able to theoretically and scientifically substantiate their next global scientific goal - the inevitability of a system of psychological services for humans and, at the same time, for society. In general, the problem of psychological services, in a certain sense, as one of the leading directions of scientific psychology, has been a source of frequent discussions. Today, the attention paid to the education system is increasing day by day. Not only are their structures being updated, but also fundamental changes are taking place in their internal environment. Over the past period, extensive work has been carried out in our country to organize an effective system of school education aimed at raising the growing generation to a healthy and comprehensively mature adulthood, introducing effective forms and methods of education and upbringing into the educational process. In addition, the program also aims to identify the psychological causes of disorders in education, eliminate behavioral disorders in the individual and develop psychological measures to prevent them. As a rule, the organization of psychological services is carried out by specialists (psychologists) who have received general psychological and special psychological knowledge in the field of youth and pedagogical psychology, psychodiagnostics, psychocorrection, psychological counseling. Educators involved in psychological services must undergo special retraining to obtain this specialty. In essence, psychological services are a multi-stage process, in which methods from such areas as psychological counseling, psychodiagnostics and psychocorrection are effectively used. Below we will dwell on the psychological



service and its structural measures, which are considered favorable for any educational environment.

According to I.G. Kolesnikova, when conducting psychological consultation work in an educational environment, a psychologist performs the following tasks:

1. Providing clear, scientifically based advice to all persons involved in the education and upbringing of children, teachers, students, including the administration, director, rector, principal, teachers, mentors, parents, social and public organizations, employees;
2. Organizing individual, group, collective consultations on issues of education, development, upbringing, career choice and marriage, mutual relations, secrets of communication and communication, relations with peers and minors, for example, on problems of worldview, abilities, talents;
3. Provide information to the administration, children, pupils, students (in dormitories, clubs, libraries) on issues of interest to them (in the dormitory, clubs, libraries) on the characteristics of the mental development of children, pupils, students, their attitude to the decisions made by organizations on the adoption of sons and daughters, deprivation of motherhood and fatherhood, care and guardianship, participation in the decision-making process of the individual and giving an advisory opinion;
4. Provide parents with scientific and practical advice on the characteristics of the child's mental development as a person, the status of their relationship, including the age, gender, individual and typological characteristics of children;
5. Conduct scientific and practical consultative work on the possibilities and prospects of students of secondary specialized and vocational colleges, academic lyceums for new-type schools, select young people, determine their level of suitability for the profession, participate as an advisor in the selection committee.

These works are aimed at a deeper psychological and pedagogical study of educational subjects during their education at school, lyceums, and universities, and are intended to identify their individual characteristics and the causes of educational deficiencies. Diagnostic work is carried out in groups or individually. In this case, the practical psychologist performs the following tasks. Consulting work is one of the main types of activity of a practical psychologist. Consulting work is carried out for teachers, students, and parents. Consulting work can be individual and group. A summary of the work experience of practicing psychologists shows that teachers often turn to a psychologist for the following



problems: difficulties in mastering various subjects, hesitation, that is, the inability to express even the information they have, the inability and unwillingness of children to read, conflict situations in the group, interpersonal problems in making friends, the ineffectiveness of personal pedagogical influence, family communication of peers of children of different ages and the formation of a children's team, ways to improve their professional skills, ways to identify and develop students' abilities, talents, interests, and conduct career guidance work with students. A psychologist solves the problems that arise in them in direct contact with students or young people. This is called direct counseling. Sometimes teachers advise students and parents on one or another problem, this is indirect advice, in which certain rules must be followed. The focus of advice is always on the process of interaction between the psychologist and the person being advised, on establishing a trusting relationship between them. In this case, the psychologist is the advisor, the teacher, the parent is the advisor, and the student is the client. However, there is no single understanding of what psychological advice is and what exactly it is about, advice is given depending on the general issue, that is, it is directed in a positive direction. The work of a psychologist in colleges or academic lyceums is fundamentally different from each other. The psychologist is clearly in the social environment in which the positive and negative aspects of the relationship between teachers and students in an educational institution develop. He sees not only each student or teacher himself, but also a complex system of interpersonal relationships, solves the situation in conjunction with other types of work. The qualities of a psychologist who knows his field well are manifested as follows. Their cooperation on student problems allows for the integration of knowledge and creates broad creative opportunities for solving problems, this is the main importance of counseling. - The psychologist studies the psychological characteristics of students and students, their interests, inclinations, initial talents, etc., helps them form as specialists and mature individuals - Diagnoses defects in the acquisition of educational skills and abilities in preschool children, students, trainees of vocational schools of a new type, students of higher education institutions, behavioral deficiencies, intellectual development and personality disorders. Together with specialists from other fields, he carries out differential diagnostics, taking into account the variety of defects in mental development. He determines the medical and defectological nature of the defects. He determines the causes and forms of asocial behavior. He examines



the socio-psychological roots of drug addiction and taxi addiction, alcoholism, theft, and truancy, analyzes the factors. He participates in the selection of talented students and young specialists, develops scientific psychological recommendations and, based on them, determines their benefits, etc.

The psychologist participates in the council and performs the following tasks:

1. The pedagogical team shows the mental and personal characteristics of the student from different angles, while emphasizing the positive strengths. Based on the results of observation, conversation, and psychodiagnostics, it is necessary to come up with proven hypotheses about the origin of the student's problems.
2. It is necessary to achieve a change in the attitude of each teacher towards the student.

This is a very difficult task, which must be solved carefully, starting slowly until the consultation. Often the teacher does not want to change his mind about the student. The teacher does this not because he does not understand what the psychologist is talking about, but because he does not want to complicate his own life consciously. 3. One of the most effective ways is to achieve a collective understanding of the student's problems, the essence of his personality, and to understand that it is important to develop a successful approach to directing the student in a positive direction. Only in this case can we count on mutual action for the benefit of the student, and it will be effective for students to develop their relationship with the teacher. In some cases, students, having heard some kind of description from the outside, draw their own conclusions about the teacher, and in some cases, begin to disrespect or constantly look at him with disdain, which is a very bad situation in education, and in this case, the role of the psychology of the educational institution is very important. In such a case, if the student deals with such a student, it becomes even more complicated, in some cases, therefore, first of all, the psychologist should be able to correctly direct the student's attitude towards the teacher with his approach and form a sense of respect, and the role of the psychologist is very important in conducting a conversation with the teacher and giving his advice, directing the issue in a positive direction. Thus, the psychological and pedagogical council is an important stage of psychoprophylactic work. A highly prepared council helps the development of students, teachers and the entire team.

The preventive work of a psychologist in an educational environment includes: participation in the admission of students to colleges and lyceums, development



of an individual work program with students in collaboration with teachers. Psychological examination of the transfer from one class to another in lyceums and colleges, creation of an individual work program in collaboration with students and parents, taking into account the student's readiness for a new stage of education, as well as providing parents with special methodological guidance to reduce gaps in their children's knowledge. It is necessary to work with children to prevent neurotic states, psychological stress associated with education and upbringing, living conditions. The diagnostic and correctional work of a practicing psychologist is one of the most complex types of activity and requires special psychological training. The diagnostic and correctional work of a practicing psychologist is complex, demanding, and responsible. This process is the first, and in pedagogical research devoted to the study of children with difficult upbringing and normal children, researcher T.I. Chirkova in her textbook "Theory and Practice of Psychological Service" distinguishes 3 stages of psychoprophylaxis used in working with problem individuals:

1. The stage is called primary prevention. At this stage, the psychologist works with healthy children or covers all students in the school. Many authors argue that the school is convenient for mental health prevention. They recognize school psychologists as specialists who conduct primary prevention, prevention is aimed at children with problems. Its goal is to identify learning and behavioral difficulties as early as possible and eliminate them.

2. The stage also includes counseling parents and teachers to change the teaching style in order to change the child's learning. At this stage, the psychologist focuses on children with obvious problems in learning and behavior. The primary goal of prevention is to eliminate and correct serious psychological difficulties and problems. The psychologist works individually with the child who comes to him. The main strength of the school psychologist is focused on the third stage, that is, on "difficult to educate" children, and the majority of students remain outside the psychologist's attention. Current American psychologists are advocates of operating psychological services in schools as mental health services.

In conclusion, the main goal of psychoprophylactic measures, which are considered the last stage in psychological services, is to create reasonable conditions for the formation of a person as a person at each age stage, ensuring mental well-being.



In conclusion: We briefly touched on the question of whether there are psychological services in the education system today, if so, how they operate and what activities they should carry out. Thus, today, psychological services are necessary and should be available in every field and region, because if we approach such services with an understanding of their importance, we will further increase our success in many areas and will be able to approach our work based on a more innovative approach, and we will prevent as many unpleasant situations as possible. Until now, there has been a shortage of psychological specialists in the fields, but today, by increasing the number of training courses for specialists in this area, our state has enough specialists, and it is necessary to further increase the capacity in all areas by properly directing specialists in the field. The role of psychological services in education is very important and is currently developing, but there is still a lot of work to be done.

The importance of the psychological education service — children's mental health — is primarily associated with the promising direction of its activities aimed at the timely and comprehensive mental and personal development of each child. This goal can be achieved only if the psychological service ensures continuity of psychological assistance to children at different age stages of work with children, when ideas, understanding, and skills of adults working with children of the same age and adults working with children of different ages are combined. The main tasks of the psychological education service include: 1) implementation of development opportunities and development reserves in all age groups when working with children; 2) development of individual characteristics of the child — interests, abilities, inclinations, feelings, relationships, hobbies, life plans, etc.; 3) creation of a psychological climate conducive to the development of the child (in kindergarten, boarding school, school, etc.), which is primarily determined by the organization of productive communication between children and adults and peers; 4) provision of timely psychological assistance and support to children and their parents, caregivers and teachers. The main means of achieving this goal is the creation of favorable psychological and pedagogical conditions for a full life of a child of each age, for the implementation of the possibilities of individual development inherent in the corresponding stage of ontogenesis. Therefore, the activities of the psychological education service are aimed at creating psychological and educational conditions that ensure the spiritual development of each child, his mental comfort, which is the basis of psychological health. But, of course, the



psychologist creates the necessary conditions with teachers and parents of students.

Principles underlying the activities of the psychological service

The work of a psychologist in the education system is based on a certain system of principles. The main principle is the principle of an individual approach. The work of a psychologist is aimed at identifying the individual characteristics of the personality of a developing person, finding ways of his individual development and correction, solving individual problems and difficulties in learning and behavior. The second important principle is the principle of interaction between a psychologist and teachers and parents. A psychologist is a part of the teaching staff and, together with parents, is interested in achieving a common pedagogical goal - the formation of a full-fledged member of society. The third fundamental principle is the principle of observing the rights and responsibilities of a psychologist, which are regulated by the relevant documents. In addition to the general principles, some organizational principles of the psychologist's work are also distinguished. This is the principle of diversity of forms and methods of work, which allows avoiding, on the one hand, limitations and narrow specialization of the professional, and on the other - chaos, lack of system, adherence to fashion and a superficial attitude to one's duties.

It is important to adhere to the principle of morality, which allows the psychologist to find a middle ground between moralizing and ignoring moral issues. The principle of continuity, leading the specialist to master the modern level of science, warning against excessive conservatism and closeness to innovations and promoting a careful approach to the experience accumulated by predecessors. The next important principle is the principle of self-realization, the search for internal sources of development, allowing the psychologist to actively resist both internal passivity and spontaneous combustion at work. The implementation of the principle of a professional community - inclusion in a professional community - is carried out both directly through professional organizations of psychologists (for example, associations, societies, etc.), and through reading professional literature, magazines, etc. The implementation of this principle allows you to overcome the tendency to self-isolation and loss of professional self-awareness.

Structure of the psychological service of education

The psychological education service includes:



1. Scientific and Methodological Center for Practical Psychology of the Ministry of Public Education.
2. Psychological assistance centers (psychological assistance and career guidance centers) under the jurisdiction (department) of the district (city, district) public education or local government bodies.
3. District departments (city, regional) of the psychological service under the relevant department of public education.
4. A psychologist working in an educational institution. The Center for Educational Psychological Service is the main unit that manages the activities of psychologists working in educational institutions, psychological departments and specialists of all psychological services in a given region.

The Center is responsible for the scientific, methodological and scientific and organizational support of these services, for the professional level of psychologists working in these services. Parents, teachers and other officials of public education can contact the Center. The Center consists of two main departments - individual assistance and psychological support for educational institutions. A fairly wide range of work for psychologists working in the public education system (city, district): organizing courses for teachers and parents for the purpose of their psychological education; consulting teachers and parents on psychological issues of interest to them and providing information assistance; performing in-depth work in any class (depending on the request to the psychologist); assistance in the preparation and work of pedagogical councils; organizing a permanent seminar for teachers in the field of child psychology and pedagogy, psychology of personality and interpersonal relations; creating a psychological resource among teachers of district schools; participating in enrollment in the first grades in order to determine the readiness of children for systematic education at school. The psychologists working here participate in the work of medical-psychological-pedagogical committees and committees on minors, and also consult the administration of educational institutions on issues of social and psychological management, creating an optimal social and psychological climate in the teaching staff and other issues of professional activity. In addition to psychologists, the team also includes social workers, a teacher and a neuropsychologist. A practical psychologist works in a specific educational institution – a kindergarten, high school, middle school, orphanage, etc. The psychologist studies children and consults educators, teachers, the administration of the educational institution, parents on issues of upbringing and education, helps to expand their psychological knowledge and solve



professional problems. The duties and rights of a practicing psychologist are regulated by relevant documents.

Conclusion

The mental health service is an organizational structure, and all its departments must work clearly and harmoniously. This is possible with a clear understanding of your goals. The psychological service provides the psychological component of education - its developmental nature. A psychologist cannot and should not replace a teacher, but can provide objective information on how certain educational programs affect the development of children in a given educational institution. A psychologist and a teacher can jointly choose the best ways to solve educational problems, taking into account the characteristics of the teaching staff, develop technologies for implementing preventive programs and working with parents. Special training is required for design, psychological support, reviewing textbooks, programs, educational environment and other types of work in the main areas of activity, psychologists of various specialties are needed. This is one of the most important factors in the development of the service. A psychologist working in the education system must have professional training and methodological training to perform his duties. Education as a purposeful process of training and upbringing is carried out for the benefit of the individual, society and the state, which means that the latest achievements of psychological science are put to the service of educational practice. Any person in our country, regardless of the level and characteristics of development and training, has the right to receive an education, the main principles of which are a humanistic nature, the priority of universal values, human life and health, free development. of a person. Without a highly professional psychological service, it is impossible to ensure these principles of state policy, as well as the implementation of many federal, regional and municipal programs in the field of education.

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