

## THE PROBLEM OF PROVIDING PSYCHOLOGICAL SERVICES IN THE EDUCATIONAL SYSTEM

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**Annotation.** This article is devoted to the issue of providing psychological services in the education system. Also included in the topic of the article are the basics of psychological service, psychological support of the educational process, psychodiagnostic, psychocorrective, psychoprophylactic work of a practical psychologist, the role of psychological service in the effectiveness of training, adaptation of students to the educational process, psychological methods for eliminating deviant behavior, modern education and such psychological issues as practice.

**Key words:** Psychological service, education, training, student, teacher, psychological test, deviant behavior, adaptation, behavior, personality, profession, motive, direction, gifted student, moral qualities, choice of profession, joint activity, modern education.

### Introduction

It is known that, in the conditions of current global changes, science and technology development requires the introduction of new technologies in the field of education, increasing the skills and responsibilities of each specialist, as well as human activity and professional skills, based on the demands of society. Moral qualities and high intellectual abilities that serve the development of society are considered inextricably linked with the values associated with the past of each nation. The main goal of the human society is to contribute to the formation and development of the qualities of each individual at the level of social and moral requirements.

The education system educates a generation of citizens who participate in the development of society by choosing a profession according to their adaptability and ability in the environment in which they live, giving knowledge about all areas of culture and social consciousness accumulated in the history of human society. The main criterion of education is decency, imitation of another person's actions, that is, not only theoretical knowledge of moral qualities, but also proof and demonstration of them by one's actions. Knowing oneself, being able to correctly assess one's capabilities, establishing relationships with people, and recognizing the moral qualities of others are important professional and personal qualities, and their timely development and support is carried out through the provision of psychological services. The main problem in the education system is to focus on the formation of moral qualities in the upbringing of the young generation. Of course, every specialist working in the educational system can be an example for the next generation by participating in their own level. In educational institutions, great attention is being paid to bringing up the young generation in all aspects, as well as to their high level of education.

In addition, the main task is education, in which the goal is to properly organize the cognitive activity of students, to increase their thinking ability. Practical application and development of psychological service in the educational system comes from foreign experience. For the first time, the work of psychological services in education is inextricably linked with the research of American psychologists. The main goal of psychological services in educational institutions is to select children to be trained in special programs. As a rule, psychological services are organized by specialists (psychologists) who have obtained general psychological and special psychological knowledge in the field of youth and pedagogical psychology, psychodiagnostics, psychocorrection, psychological counseling. Pedagogues involved in the psychological service must undergo special retraining to obtain this specialty. L.A. Zhukova said that a psychologist carries out the following tasks when conducting psychological consultation in an educational environment.

Giving clear, scientifically based advice to all persons involved in the education and upbringing of children, teachers, students, including the administration, director, rector, manager, teachers, coaches, parents, social and public organizations, employees;

2. Organization of individual, group, and collective consultations on issues of education, development, upbringing, career choice and marriage, interaction, behavior and communication secrets, peers and minors, for example, outlook, ability, talent;

3. To provide information to the administration, children, students, students (in dormitories, clubs, libraries) on issues of interest to children, students, students regarding the characteristics of their mental growth, adoption of boys and girls, deprivation of motherhood and fatherhood, organizations accepted for care and guardianship must react to the decision, participate in deciding the fate of the person and give an advisory opinion;

4. Parents give scientific and practical advice on the problem of the mental development of the child as a person, status of interaction, age, gender, individual-typological characteristics of the children;

5. Conducting scientific-practical consultative work for students of secondary-special and vocational colleges, students of academic lyceum in new type of schools about their opportunities and prospects: screening, selection of young people, determining the level of professional suitability, participating as a consultant in the selection commission. Therefore, these works are aimed at the psychological and pedagogical study of educational subjects during their education in schools, lyceums, and universities, and are intended to determine their individual characteristics and the causes of defects in education. According to V.P. Druzhinin, the qualities of a psychologist who knows his field well are shown as follows:

- Their collaboration on student problems allows for a pooling of knowledge and provides ample creative opportunities for problem solving. The main importance of counseling is that;

- A psychologist studies the psychological characteristics of pupils and students, their interests, inclinations, initial talents, etc., and helps them to become specialists and mature individuals;

Defects in the acquisition of educational qualifications and skills found in preschool children, students, students of a vocational school of a new type of school, higher educational institution diagnose behavioral defects, intellectual development and disorders in personality qualities;

- Performs differential diagnosis, taking into account the variety of defects in mental development, together with specialists from other fields. Determines the medical and defectological nature of defects. Determines the causes and forms of antisocial behavior. Investigates the social psychological roots of drug and drug addiction, alcoholism, theft, narcissism, analyzes the factors;

Participating in the selection of talented students, young professionals, developing scientific psychological recommendations and, based on it, participating in setting allowances for them, etc.

According to the researcher I.V. Dubrovina, the psychologist participates in the council and performs the following tasks:

1. Pedagogical team should show the mental and personal characteristics of the student from different angles, and it is necessary to emphasize the positive and strong points. Based on the results of observation, interview, psychodiagnosis, it is necessary to make proven hypotheses about the origin of the student's problems;

2. It is necessary to change the attitude of each teacher towards the student. This is a very difficult task and must be handled carefully, starting slowly until the council is held. 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 consciously does not want to complicate his life;

3. Getting all teachers to understand the student's problems and the essence of his personality as a team. Only in this case, it is possible to believe that they will interact in favor of the student.

#### Analysis

The diagnostic work of a practicing psychologist is one of the complex activities and requires special psychological training. The diagnostic-corrective activity of a practicing psychologist is complex, requires responsibility, and is underworked. By now, the scope of applied psychology has increased significantly. That is, today it is unrealistic to talk about the effectiveness of education without providing psychological services or integrating psychological knowledge into the pedagogical process. Below is an example of a psychodiagnostic study conducted on adolescent students in a general secondary school.

**Table 1**  
**Correlation indicators between Leary-Sobchik and Rodgers questionnaires (according to Ch. Pearson's r-correlation coefficient)**

|                      |                      |         |
|----------------------|----------------------|---------|
| Dominance-leadership | Distrust-skepticism  | 0,411*  |
|                      | Adaptation           | -0,467* |
|                      | Acceptance of others | 0,436*  |
| Independent-dominant | Submissive-shy       | 0,467*  |
|                      | Resistivity          | 0,458*  |
|                      | Emotional discomfort | 0,541** |
| Aggressive           | Distrust-skepticism  | 0,487*  |
|                      | Submissive-shyness   | 0,436*  |
| Obedient-shyness     | Emotional discomfort | 0,565** |
|                      | Control              | 0,457*  |
| Accountability       | Control              | 0,448*  |
|                      | Dominion             | 0,518** |
| Adaptation           | Emotional discomfort | 0,466*  |
|                      | Dominance            | 0,565** |
| Acceptance of others | Control              | 0,465*  |

note: \*  $p \leq 0,05$ , \*\*  $p \leq 0,01$ .

According to this methodology, the results obtained on the level of interpersonal relations and social flexibility of teenage students showed that the correlation between the questionnaires used to measure the propensity for deviant behavior of the students of secondary school No. 5 of Kokand city is more dominant-leadership scale distrust-skepticism ( $r=0.411$ ,  $r \leq 0.05$ ), adaptation ( $r=0.467$ ,  $r \leq 0.05$ ) and acceptance of others ( $r=0.436$ ,  $r \leq 0.05$ ) factors, independent-dominant scale submissive-shy ( $r=0.467$ ,  $r \leq 0.05$ ), submissiveness ( $r=0.458$ ,  $r \leq 0.05$ ) and emotional discomfort ( $r=0.541$ ,  $r \leq 0.01$ ) factors, aggressive scale mistrust-skepticism ( $r=0.487$ , with submissive-shyness ( $r=0.436$ ,  $r \leq 0.05$ ) and submissive-shyness scale emotional discomfort ( $r=0.565$ ,  $r \leq 0.01$ ) and control ( $r=0.457$ ,  $r \leq 0.01$ ) factors, the responsibility scale with control ( $r=0.448$ ,  $r \leq 0.01$ ) and dominance ( $r=0.518$ ,  $r \leq 0.01$ ) factors, adaptation scale with emotional discomfort ( $r=0.466$ ,  $r \leq 0.05$ ) and dominance ( $r=0.565$ ,  $r \leq 0.01$ ) factors, acceptance of others scale with control ( $r=0.465$ ,  $r \leq 0.05$ ) factors it can be seen that there is a moderate correlation between them.

### Conclusion

In general, proper organization of psychological services for timely elimination and prevention of the manifestation of deviant behavior in adolescent students, based on the following requirements, is considered appropriate:

1. In order for the psychological features of prevention of deviant behavior in adolescent students to be stable, to correctly explain behavioral deviations in them, to develop voluntary behavior, and to implement measures that help protect against destructive ideas and influences.
2. Further improvement of questionnaires and methods for developing psychological skills related to socio-psychological features of prevention of deviant behavior in adolescent students, school psychologists in educational institutions should take these aspects into consideration and develop constructive knowledge-skills in students against destructive ideas. to determine
3. Introduction of topics related to deviant behavior and behavioral deviations in public educational institutions, general and secondary education level in the subjects of etiquette and national idea and moral foundations is one of the important tasks.

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