



THEORETICAL ASPECTS OF UPDATING THE PSYCHOLOGICAL SERVICE SYSTEM

Jurayev N.S.

Kokand State Pedagogical Institute

Annotations. This article gives appearance of dynamic positive demeanor of specialists to movement depends to a huge degree on the socio and mental fulfillment with self-activity, on the mindfulness of the significance of its social item. Favorable conditions for this are made within the organization of mental benefit. Consequently, taking after information are characteristic: active-positive demeanor to the movement appeared from 58.0% to 62.5 % of workers of labor organizations utilized in undertakings where the mental benefit worked, whereas in its nonappearance this demeanor was watched as it were in 40.0%-49.2% of workers.

Keywords: Basics, creation, experimental studies, scientific-practical, service, social value, psychological.

Introduction

Complexity of the goals and objectives of human activity arising from the new socio-economic and socio-psychological problems, causes the necessity of improvement of the content, forms and methods of psychological service by strengthening the relationship, interaction and continuity of all its components.

Of particular importance is the identification and optimization of modern socio-psychological and scientific-practical models of the organization of psychological services used in different spheres of society. The search and implementation of the most optimal models can become a kind of standard for a more effective social relationship between personality and activity, personality and society.

The social value of psychological service models depends on the degree of adequacy and completeness of their compliance with the basic requirements of life itself at this stage of social development. The urgent need to organize such a service is due both to the increasing role of the human factor and the development of the psychological science itself, which is increasingly involved in the solution of practical problems arising in diverse spheres of social practice.

Important issues that require psychological competence for their solution, therefore, appeal to the psychological service, arise within the framework of the economic infrastructure in the energy sector in transport, in the field of communications, agriculture, management, consumer services and etc.

The psychological service is intended to provide significant assistance in the implementation of the Law "On education" and "National training program" adopted by the 9th session of the Oliy Majlis (August 1997) and aimed at radical reform of the education system and radical reorganization of the structure and content of training.

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Prominent psychological service also needs to be in the sphere of healthcare, culture and sport in the opening Centers of restoration of health and labor capabilities, also other fields of social practice [11]. The effective solution of important tasks constantly arising in each of the mentioned and other spheres of society requires not only the progressive development and improvement of the all-system of state, social and economic relations, but also the active use of a multifaceted psychological service. The wider and more actively psychological knowledge and achievements of psychology will be used to solve practical goals and tasks of society, the more it will contribute to social and economic development.

Method of research

The necessity for psychological service is related with the demands of society, interested in the comprehensive development of each person, in optimization and improvement of the efficiency of groups and individuals. In this regard, the repeated statements of the first President of the Republic of Uzbekistan I.A.Karimov that all people should be able to —reveal and realize their abilities, to satisfy their needs are indicative... at the same time, the position of everyone in society should be determined by his desire to work [1].

Many psychologists and sociologists with their theoretical and experimental studies contributed to the development of practical psychology, which serves as the Foundation for determining the socio-psychological and scientific-practical bases of the organization of psychological services. The results of many years of research conducted under the leadership of I.V.Dubrovina (Moscow) are particularly significant. Kh. Leymets, J. L. Cierda (Tallinn) at the psychological service in secondary schools [2]. The experience of implementation of psychological services in industrial plants occupies an important special place in the CIS [11].

The specificity of psych diagnosis in the school psychological service is that we cannot accept it in the traditional sense as "a discipline about the methods of classification and ranking of people on psychological and psychophysiological grounds"[13-p. 23]. And we cannot agree with the statement that —whether the diagnosis is used in theoretical or practical research, its purpose is to provide material for a psychological conclusion about a group of persons or an individual, showing how this person differs from others or how this group differs from other groups of the same population. And here and there is supposed to be a comparison [13-p. 19].

The main purpose of diagnosis in the school psychological service is not to compare children with each other (although this is also very important), but a deep penetration into the inner world of a particular child. A practical psychologist is faced with the task of studying how a particular child learns and perceives the complex world of knowledge, social relations, other people and himself, how a holistic system of representations and relations of a particular student is formed, how his personality is becoming.

Therefore, the measurement of a mental function or identification of personal characteristics outside the context of the holistic development of the child does not make sense for the school psychologist.

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The diagnosis requires the ability to identify a psychological problem, ask a question correctly, get the necessary information from teachers, parents, students, analyze this information and formulate a conclusion that has not just a practical orientation, but a focus on the analysis of a single case.

The procedure of diagnosis-correctional activities of school psychologist is complex, voluminous, responsible and still very poorly developed. For the first time such a procedure, we have been proposed by L.S. Vygotsky in the form of a scheme of pedagogical research in application to an ill-mannered and abnormal child [14-p. 299—321]. Based on this scheme J. Shvantsara elaborated his experimental-psychological approach to the diagnostics of development of personality, reflected in the number of —steps or stages [15]. (The American literature also provides step-by-step descriptions of the diagnostic work of school psychologists [16].

Socio-psychological, scientific and practical features of the psychological service system—the leading role of the human factor in it - are due to the inevitability of turning to psychology, no improvement in the management of educational and labor processes without taking into account the individual, intellectual and emotional reserves of a person is impossible. Therefore, study of the potential of the human psyche, the creation on this basis of programs to optimize the joint activities and activities of individuals, the introduction of these programs in the practice of management of educational and labor process, testing their socio-psychological effectiveness is a key task of the organization of psychological service.

Under the guidance and with the direct participation of a number of Uzbek psychologists, studies on practical psychology are currently being conducted, which can serve as a Foundation for the application and improvement of the organization of psychological services in various spheres of social development in the Republic. At present, special studies are being conducted to find criteria for determining the effectiveness of socio-psychological services in Uzbekistan. The solution of this issue is relevant and practically significant both in social and scientific terms.

We have developed a model of socio-psychological criteria for the effectiveness of psychological service. Psychological service for the first time is considered and experimentally studied as a system, hierarchically organized education, included in a variety of relationships and relationships with other factors of socio-psychological development, functioning as a personal phenomenon and component of psychological protection, all elements of which develop in interaction and interdependence, and at the same time have a qualitative specificity, which sets each of them its own logic of development [6], [7], [8].

Set of hypotheses has been formulated and experimentally proved to explain in a new way the correlation between personality and the success of psychological protection of a person depending on the level of socio-psychological development of human activity. A number of new methodological techniques are proposed to assess the level of success of psychological protection and efficiency of psychological service, in particular the methods of —Individual style, —Attitude, —Normal-emotional activity.

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The paper identifies the main directions of psychological service in Uzbekistan, the models of such service used in educational institutions and labor organizations.

The criteria by means of which it is possible to predict in social and psychological aspect productivity (or unproductiveness) of the applied organization of psychological service were revealed.

-Dedicated hierarchical system of social-psychological protection, delivering a harmonious relationship between the individual and the activity, the indicators in the process of psychological services.

- Proposed and developed the structure of psychological services in the employment agencies that meet the objective of maximum contribution to the socio-psychological development of personality.

The study of archival materials and relevant publications of the periodical press, as well as the analysis of the work of the current centers of psychological service indicate that Uzbekistan has accumulated an interesting experience in the organization and use of such a service

The analysis of socio-psychological and psychological- pedagogical literature showed that psychological protection of a person and activity is closely related to the criteria of "relations", "satisfaction from joint activity", "socio- psychological satisfaction with emotional States", "normal-emotional excitations", etc.

During the study, we have identified the indicators of these criteria, which are manifested in individuals in some labor and educational organizations. Thus, according to the criterion of "attitude", such psychological features as awareness (or unconsciousness), stability (or instability), activity (or passivity) and the presence of emotional, cognitive and evaluative components of the relationship were determined. It seems to us appropriate to distinguish the types of 'relationship' by a combination of these features: active- positive, positive, indifferent. It should be noted that the active-positive, positive and indifferent attitude of the individual to a particular activity is widely described in the socio-psychological literature. However, in our study, the attitude is considered as a factor of social and psychological protection of a person. According to the criteria of "satisfaction from joint activities" were analyzed the responses of 2000 students of secondary schools and 865 people from labor collectives

Results of the study showed that from 45.55 to 58.85 % of students from educational institutions and from 60.1 % to 72.4% of employees of labor organizations were socially satisfied with the joint work. But, at the same time, 41.2 - 55.0 % of students. 27.6 – 39.9 % of employees of labor organizations were not satisfied with the joint activities of which partners were student-student. Workers - workers, student-group, worker – group, student – teacher, worker – supervisor. It turned out that the reason for dissatisfaction with joint actions is socio-psychological incompatibility and misunderstanding of people each other.



In connection with the criterion of "socio-psychological satisfaction with emotional States" respondents were examined by the Wessman & Ricks methodology of Elation - Depression Scale on the following scales: 1) Calmness – anxiety, 2) Energy, cheerfulness – fatigue, 3) Elation – depression, 4) Confidence in themselves – a sense of helplessness. According to the results of the study, only 44.0% of students and 38.7% of employees of labor organizations showed calmness in the process of activity on the first scale; at the same time, a disturbing state was found in 68.6 % of students and 61.3% of workers of labor organizations.

According to the second scale – energy, cheerfulness was found in 50.8 % of students and 45.0 % of employees of labor organizations, and the manifestation of fatigue, respectively, in 49.2 % and 45.9%. With high spirits (third scale) attitude towards learning 61, 0% of children and labor 54.1% of workers, while the depression was observed in 39.0% of children and 45.9 % of workers. For scale IV – self-confidence showed 31.4% of the students and 47.4% of employees of labor organizations, and the feeling of helplessness was discovered in the process of educational activities in 68.6 % of children and 52.6% of workers in labor organizations in the process of performing work activities.

These figures show that the majority of students and employees of labor organizations in the process of activity manifest anxiety. Anxiety, anxiety or uncertainty, neuroses, great fatigue, depression, oppression, i.e. they feel quite incapable, sometimes unhappy, incompetent, etc. These and other data found in the empirical survey of our sample indicate the need to create a psychological service in these organizations and identify certain criteria for its effectiveness associated with the psychological protection of human activity.

The analysis of the most significant results of the method of - Attitudel through which the level of formation of the main criteria is revealed, allowed to establish that the successful attitude to activity is important for the socio-psychological development of the individual. As already noted, in the first and second stages of the study for the successful implementation of the educational objectives of the program of training and development in the process of active-positive attitude of students to the activities required sufficient formation of all these criteria in their interaction. If there is no or insufficiently developed one of the components in the performance of educational tasks, the overall activity and success of educational activity, the level of manifestation and development of a successful attitude to it is significantly reduced in the conditions of experimental and control schools. As can be revealed from Table 1 the group with indicators of successful development right are to 60.0 from 68.3 %% pupils of pilot schools and from 38.1 to 44.0 %% - controlling. The differences are statistically significant ($t < 0.05$).

At the same time, the indicators of the criteria found on the basis of this factor, testified to the socio-psychological characteristics by which it is possible to judge the manifestations in the activities of students of active-positive attitude to themselves, i.e. awareness and development of themselves (1st criterion), active-positive attitude to the process of cooperation in activities (3rd criterion), identified in experimental and control schools. At the same time, the range of self-awareness in the process of activity found in students of control schools increases from 30.0 to 37.2 %. However, these figures are almost 2 times lower than those of the students of the experimental schools that testimonies the lack of active-positive attitude to themselves and their activities.

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The materials obtained with the help of basic and additional techniques conducted with students of mass schools, show that insufficient compared with students of experimental schools focus on activities, its weak reinforcement correspond to the specific structure of socially important motives, where the cognitive motive has not taken a dominant place, sustainable interest in socially significant educational activities is not yet clearly understood. Against this background, the weak motivation of educational activities was clearly manifested.

We see a different picture in the experimental schools, where the psychological service functioned regularly, where the center of gravity falls on the activation of the student as a subject of teaching, on the increase of the role of social and intellectual mechanisms of activity.

Attracting students to active independent activity, intense search for solutions, giving them the opportunity (given their individual and intellectual potential) to find different variants of organization and execution, the most optimal, in terms of social factors, simplicity and originality, the use of psychological services leads to the fact that students approach their work as a kind of creativity, and this, in turn, activates their personality and sufficiently stimulates their activities.

Special studies conducted under our leadership and socio- psychological analysis of the organization of labor activity of employees of labor organizations have shown that, as a rule, without psychological service is not provided sufficiently social development of the individual. Thus, in a comprehensive longitudinal study of workers of the organization and their activities, we found irregularity in the pace and levels of effective use of their potential, which leads to disharmony of the requirements of activity and personal capabilities and is one of the causes of mental overload of people, which is caused by long, hard work due to either ineffective methods of work, or insufficient formation of cognitive and operational motivation and low level of psychological protection factors – normal-emotional activity, successful attitude, successful individual style combined with a sense of cognitive, emotional and personal discomfort in the process of work.

Results

Comparative analysis of the results of the study confirms our earlier opinion that the manifestation of an active – positive attitude of workers to activity depends to a large extent on the socio – psychological satisfaction with self-activity, on the awareness of the importance of its social product. Favorable conditions for this are created in the organization of psychological service. In this regard, the following data are indicative: active-positive attitude to the activity showed from 58.0% to 62.5 % of employees of labor organizations employed in enterprises where the psychological service operated, while in its absence this attitude was observed only in 40.0%-49.2% of employees.

Generalization and analysis of the results obtained by the method of "Individual style", allowed to identify the socio- psychological effect of the organization of psychological service in the enterprise on the following indicators: the adequacy of social requirements imposed by the activity to the individual(the first criterion), the adequacy of activities and individual capabilities(the second criterion) and the adequacy between the activities and subjective-emotional state (the third criterion).

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As can be seen from table 2, the group with indicators of the first criterion includes from 71.3% to 80.0% of employees of experimental facilities, where the psychological service was organized, while in its absence at the enterprise such indicators were found only in 35.0% - 45.2% of employees of control facilities. (Differences are statistically significant according to student's criterion).

The range of indicators of the second criterion ensuring the success of the individual style of activity was 67.8–74.4% of employees of labor organizations at the experimental facility and from 40.3% to 45.0% of employees of labor organizations at the control.

The manifestation of the third criterion was noted in the range from 69.6 to 74.5 % of workers at the experimental facilities (the Differences are statistically significant according to the student's criterion at $t < 0.05$).

Analysis of the statements of the respondents, the data of questionnaires, interviews and the results of investigations showed that the demand for labor, getting satisfaction from the activities, the development of attitude towards performing their tasks and the formation of socio-psychological qualities in the process of expanding psychological services.

The main conclusion, which follows from the materials of the study, is that the influence of labor activity of the enterprise on the development of individual activity not by —rigidity, due to greater flexibility of management, the formation of the ability to self-government, increases the relative autonomy of the development of individual style of activity for each person. All this forces to reconsider the attitude to the process of the activity in labor collectives within the framework of social psychology, as it provides the means of knowledge of the basic laws of interpersonal relations, behavior and condition.

Conclusion

The study made it possible to draw the following conclusions that are important for the development of theoretical and empirical trends in social psychology:

1. Psychological service is necessary for ensuring social and psychological development of the person and his activity in society. Human activity is more effective with the appropriate organization of psychological service, which often creates a set of socio-psychological conditions that favorably affect the development of successful activities and the formation of hierarchical systems of socio-psychological protection, providing a harmonious relationship between personality and activity.
2. The study and analysis of scientific literature on social psychology indicates a lack of special research, which would be determined and developed criteria of psychological protection, optimally affect the social process of human activity. According to the results of our research work it was found that the manifestations of social and psychological protection in the process of activity can be judged by the following indicators: a) the formation of a successful individual style of human activity; b) on the manifestation of a successful relationship, revealing certain socio-psychological parameters of the relationship to self-development, joint work, in General, to the social process of

activity; C) on normal emotional activity (successful self-regulation, self-adaptation to activity, self-satisfaction).

3. The analysis of socio-psychological indicators of the performance of students and workers shows that currently a number of academic and labor organizations upon enrollment in school or work, people are often seen: below the average level of the active - positive attitude to activity, dissatisfaction with joint activities in the student-teacher, worker-supervisor, highest level of worry-ness, fatigue, depression, feelings of helplessness, inadequacy of requirements between the potential possibilities of the personality and perform activities. These and other negative phenomena can be overcome by the creation of psychological service in Uzbekistan in different spheres of society, particularly the educational and labor organizations.

4. Identification and justification of psychological protection factors as a means of psychological service, at a certain level, revealing its social product in the system of educational and labor organizations allow us to consider this work as the development of a new approach to the study of social psychology. Within the framework of this approach, such fundamental theoretical problems as the disclosure of socio-psychological foundations of psychological protection, its factors that ensure a harmonious relationship between personality and activity, as well as issues of socio-psychological capabilities related to the solution of problems of school practice, especially in the conduct of correctional work with students, in determining the socio-psychological effectiveness of the current system of education are solved. From the standpoint of this approach, it is possible to solve personnel problems, such as the successful placement of workers in labor collectives, as well as other applied problems that require the diagnosis of social and psychological potential of the individual.

5. The significance of the data obtained in the course of our study is due to the fact that on the basis of the proposed criteria of psychological protection of human activity, firstly, it is possible to determine specific indicators of the effectiveness of psychological service in the education system (and in different types of educational institutions), in the production system and in many other areas of social practice; secondly, in the future it facilitates to the development of the criteria for psychological rehabilitation for individual students and workers; thirdly, to identify specific criteria of efficiency of psychological service in the field of psychology training and psychology of labor.

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